

CONBAT+



CONTENT BASED TEACHING ConBaT+ OUR HOME – OUR WORLD

For the Teacher

Marie HOFMANNOVÁ & Radek VÍT



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INTRODUCTORY INFORMATION

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INSTITUTE: Charles University, Prague, Faculty of Education, Czech Republic

TARGET GROUP:

- End of Primary School (pupils aged 10-12)
- Czech Republic - 5th grade or 6th grade

SUBJECTS:

- Homeland Studies (social studies and natural science), Mathematics
- English as a foreign language

AIMS:

1. Introducing the concept of migration in the context of the country - the Czech Republic.
2. Learning about minorities (foreigners in the Czech Republic, Czech minorities abroad).
3. Presenting the place where we live to new classmates from abroad.
4. Exploring multicultural aspects of the town / region. (Can be adapted for different places.)

KEY COMPETENCIES REGARDING:

COMMUNICATION IN LANGUAGE(S)

- improving reading comprehension skills
- discussing the new concepts and findings

COMMUNICATION IN FOREIGN LANGUAGES

- learning the basic vocabulary for social and natural studies (English)
- improving reading comprehension skills (English)
- enhancing fluency in English (introducing new classmates from abroad to the class)
- including the languages of the pupils present in the classroom (e.g. Vietnamese, Ukrainian; Roma dialects etc.)
- presenting the town / region to the new classmates in English

LEARNING TO LEARN:



- looking up information in a dictionary /encyclopedia / on the Internet
- exploring the town, preparing group presentations in speaking and writing

DIGITAL COMPETENCES:

- looking for relevant information on the Internet
- using a calculator

SOCIAL AND CIVIC COMPETENCES:

- learning to cooperate in pairs and groups
- learning about the cultures of the pupils present in the classroom
- raising tolerance towards minorities

TIMING OF THE OVERALL ACTIVITIES:

3 lessons at school + out-of-school project work in groups + 1 concluding lesson at school

Suggested timing is indicated in the description of individual activities.



UNIT 1: EXPLORING DIVERSITY

THE PLACE WHERE WE LIVE

Room: a computer lab

Material required:

- 4 worksheets; wall map of the world; wall map of Europe; L1/L2 dictionaries, a copy of *Longman Dictionary of Contemporary English*; an encyclopedia (optional)
- Optional: Print out the map of your country for each pair. The Internet address for the Czech Republic: http://commons.wikimedia.org/wiki/File:Czech_Republic_map_modern.png

Grouping:

indicated in the description of each activity

Focus on content:

Geography (continents, countries); Social studies (migration, immigration, emigration). Technology (basic skills);

Focus on language:

Vocabulary: subject specific terminology; synonyms, opposites; names of languages and nationalities; spelling. Pronunciation. Grammar: prepositions.



LEARNER WORKSHEET 1



1. *In what language is the title?*
2. *Can you match the text with the name of the language?*

RUSSIAN, CZECH, GERMAN, ITALIAN, SLOVAK, VIETNAMESE, ENGLISH, FRENCH, SPANISH, POLISH, SWEDISH

The place where we live.	
L'endroit où nous habitons.	
Место, где мы живём	
Stället där vi bor.	
Chỗ sống của chúng tôi	
Místo, kde žijeme.	
Miesto, kde žijeme.	
Il luogo dove viviamo.	
El lugar donde vivimos.	
Der Platz, wo wir leben.	
Miejsce, gdzie mieszkam.	

3. *Can you translate the title into any other language? If so, please, write it down here:*

.....

.....



Follow up tasks for the whole class:

1. *Do you know where these languages are spoken? Show the countries on the map.*
2. *Can you say the title “The place where we live” in any other language?*
3. *Can you teach your classmates how to say it? They will repeat after you.*

Assessment:

Pupils check their answers with the teacher. Attention should be paid to correct spelling and pronunciation of the selected phrases.

Notes for the teacher:

If there is a child with a foreign background in the classroom, it would be a good idea to elicit the title in his/her mother tongue.

Timing: 10 minutes

Grouping: 

Pupils first work on their own. Then they compare their answers in pairs. Finally, they check them in the whole class (with the teacher).

Key:

English, French, Russian, Swedish, Vietnamese, Czech, Slovak, Italian, Spanish, German, Polish.



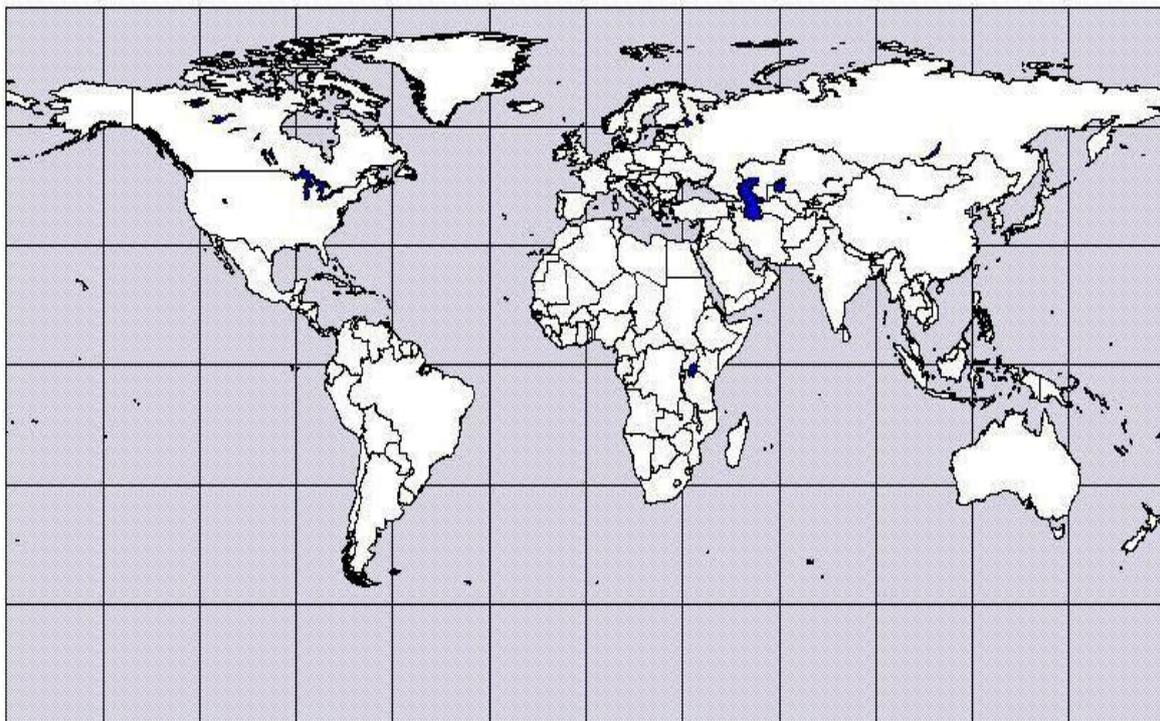
LEARNER WORKSHEET 1.2: **CONTINENTS**

Materials required: maps below

Grouping: , ...

Here is a photocopy of the map of the world.

WORKSHEET 1.2.1



In pairs, write the English names of the continents on your map.

AFRICA, ANTARCTICA, NORTH AMERICA, EUROPE, ASIA,
SOUTH AMERICA, AUSTRALIA



Follow up tasks for the whole class:

1. Check your answers in the whole class and show the continents on a big map.
2. Can you say the names of the continents in another language?

Assessment:

Attention should be paid to correct pronunciation of the new words in English.

Notes for the teacher:

Timing: 5 minutes

References:

<http://www.zemepis.com/smsvet.php>



LEARNER WORKSHEET 1.3 COUNTRIES

Materials required: maps below

Grouping: 

 Here is a photocopy of a map of Europe.



WORKSHEET 1.3.1



Work in pairs. Find your country and its neighbors. Write their names in English on your map. Try to find the place where you live and make a cross. Write its name here:

.....



Follow up tasks for the whole class:

1. Name the countries and show them on a big map of Europe.
2. Can you say the names of the neighbouring countries in the language of that neighbour?
3. Can you teach your classmates how to say the names? They will repeat after you.

Assessment: -

Notes for the teacher:

Attention is paid to learning the new words in English.

Timing: 8 minutes

References: http://eu.geograf.cz/eu_s/images/img_otazky/evropa_sl.gif

Key for the Czech Republic:

Germany (Deutschland), Poland (Polska), Slovakia (Slovensko), Austria (Österreich).



LEARNER WORKSHEET 1.4: **MY COUNTRY**

Materials required: diagram below.

Grouping:  ,  ... 

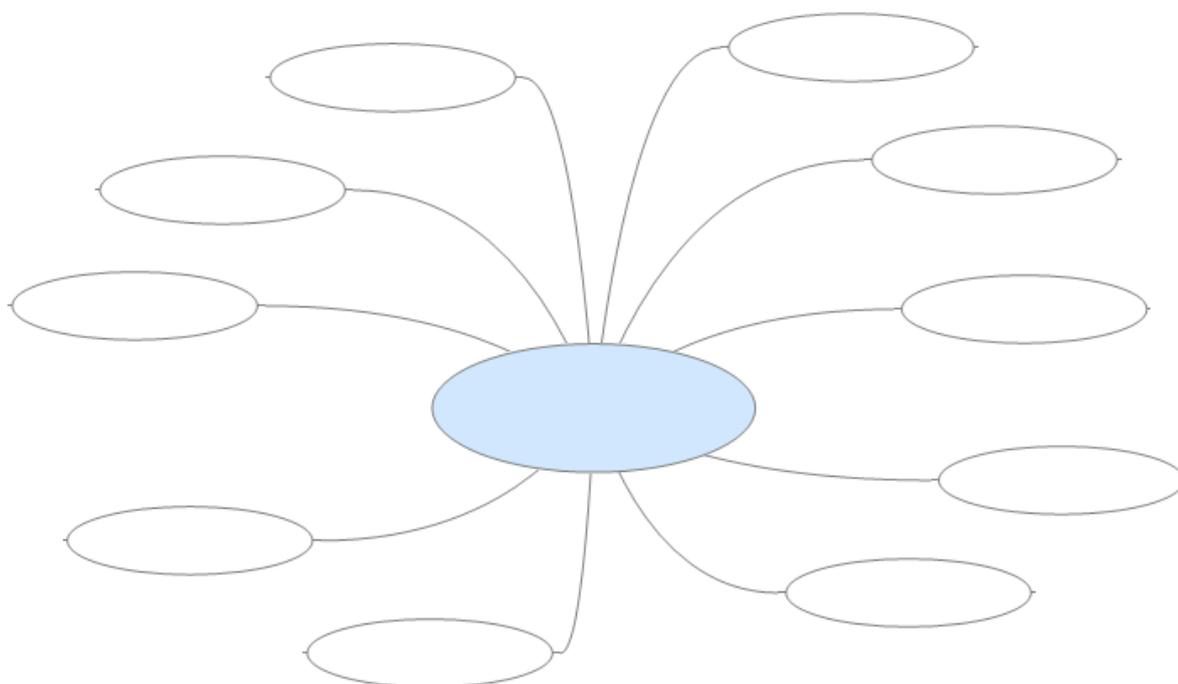


WORKSHEET 1.4.1



Work in pairs.

First, write the name of your country in the middle. (You can use English or your mother tongue.)
Then write the names of languages spoken in your country by people who live there (not tourists).





Follow up tasks for the whole class:

1. Read the names of the languages in English and in the language(s) spoken in your school or class.
2. What languages do tourists speak in your country?

Assessment: Pupils check their answers with the teacher. Attention should be paid to correct pronunciation in English and other languages.

Notes for the teacher:

The discussion can be carried out in the pupils' mother tongue.

Timing: 7 minutes

Key: Depends on the individual country where the activity takes place.

Key for the Czech Republic:

CZECH REPUBLIC – Czech (čeština), Slovak (slovenština), Romany (romština), Russian (ruština), Ukrainian (ukrajinština), Polish (polština), German (němčina), Vietnamese (vietnamština), Mongolian (mongolština), Chinese (čínština), ...

References: <http://www.enchantedlearning.com/graphicorganizers/>



LEARNER WORKSHEET 1.5: LOOKING FOR INFORMATION

Materials required: text below

Grouping: 

Work in groups of 4. Discuss in English or in your mother tongue:

“What is the difference between migration, immigration, emigration?”

If you are not sure, look up the words in an encyclopedia, in a dictionary, or on the Internet. You can use these Internet addresses:

http://en.wikipedia.org/wiki/Main_Page (in English)

http://cs.wikipedia.org/wiki/Hlavn%C3%AD_strana (in Czech)

Assessment: Pupils read out the correct answers for the teacher to check.

Notes for the teacher:

- If you wish, you can adapt this activity for the mother tongue of your pupils.
- In order to clarify the meaning of the concepts, it is advisable to use synonyms and to practice prepositions (see below: Key).

Timing: 10 minutes

Key in English:

Human migration denotes any movement by humans from one locality to another, sometimes over long distances or in large groups.

Emigration is the act of leaving one's native country or region to settle in another. It is the same as immigration but from the perspective of the country of origin. Human movement before the establishment of state boundaries or within one state is termed migration.

Immigration: While the movement of people has existed throughout history at various levels, modern immigration tourists are considered non-immigrants (expatriate). Immigration that violates the immigration laws of the destination country is termed illegal immigration.

Synonyms:

Migration – traveling, moving from one place to another.

Emigration – moving out.

Immigration – moving in.



Prepositions: from, to etc.

Key in Czech:

Migrace je stěhování členů skupiny z jedné populace do druhé.

Emigrace je opuštění země původu a přestěhování do jiné země. Podobným výrazem je imigrace, což je totéž, ale z pohledu cílové země. Pokud se více lidí přemísťuje v rámci jednoho státu, používá se termín migrace.

Imigrace neboli přistěhovalectví (opakem je emigrace) je proces, při němž se na území státu usazují obyvatelé přicházející ze zahraničí.

References:

Russel King (Ed.), 2007. *Atlas of Human Migration*. London: Marshal Editions. (*Atlas lidské migrace*. Z angličtiny přeložil Richard Olehla.)



LEARNER WORKSHEET 1.6: HUMAN MIGRATION

Materials required: -

Grouping: 

Discuss the topic in the whole class. Speak English or your mother tongue.

Suggested questions:

1. Why do people migrate, emigrate, and immigrate?
2. What do you know about immigrants in this country? Which languages do they speak?
3. What do you know about people who emigrated or immigrated in the past?
4. Where from? Where to?
5. Why did they decide to do it?

Assessment:

Notes for the teacher:

The teacher should decide about the language of discussion (English, i.e. the language of instruction, or the pupils' mother tongue/s). If the discussion cannot be carried out in English, the teacher should summarize the main reasons for migration in English both in speaking and writing.

Timing: 5 minutes

Key:

English:

The main reasons for migration are: economy, politics, religion, and climate.

Czech:

Důvody migrace mohou být ekonomické, politické, náboženské či podnební.



UNIT 2: CHANGING THE PLACE WHERE WE LIVE

Timing: 45 minutes (detailed timing for each activity is indicated in the Notes for the teacher)

Material required:

- A copy of the worksheet for each group (2-3 pupils). Each group will be given a different text (for Worksheets 2.2.1 - 2.2.7 in Czech, see the attachment). The worksheets are graded according to the level of difficulty of questions:
 - from the easiest (W2.2.4) - (W 2.2.6) - (W 2.2.5) - (W 2.2.1) - (W 2.2.3) - (W 2.2.2)
 - to the most difficult (W 2.2.7)
- Calculators

Grouping: indicated in the description of each activity in the Notes for the teacher

Focus on content: Social studies (migration, immigration, emigration); Mathematics (word problems);

Focus on language: Vocabulary (subject specific terminology; family members). Reading comprehension in L2 or L1. Short oral presentations in L2.

References: (optional) <http://www.etymonline.com/>



LEARNER WORKSHEET 2.1: **MIGRATION - FAMILY PERSPECTIVE**

Materials required: -

Grouping: 

Discuss in the whole class. Speak English or your mother tongue.

Suggested questions:

1. Do you know of anyone in your family who lived / has lived abroad?
2. Who was / is it? Your parents / aunt / uncle / grandmother / grandfather / cousin?
3. When was that?
4. Can you tell us more about it? (e.g. where from, where to, how long, why)

Assessment: -

Notes for the teacher:

If there are pupils with a foreign background in the classroom, it would be a good idea to let them say a few words on the topic in English or in their mother tongue.

Timing: 8 minutes



ACTIVITY 2.2 MIGRATION - CZECH PERSPECTIVE

Materials required: see below

Grouping: 

You are going to work in 7 groups. Each group (2-3 pupils) will get a different text to read. Together, find answers to the questions above the text. After you finish, you will tell the class about your text in English. The questions and answers will help you prepare your presentation.



WORKSHEET 2.2.1

Questions:

Will the number of immigrants in the Czech Republic be higher or lower in the future?

.....

Which countries do the immigrants come from?

.....

Why does the country need them?

.....

Text:

THE NUMBER OF IMMIGRANTS TO THE CZECH REPUBLIC IS GROWING, THE ECONOMY NEEDS THEM

Released: 14/ 4/ 2008 11:07, author: ČT24, ČTK

Prague – The number of immigrants to the Czech Republic has been steadily growing and its growth will continue. Of all the post-communist countries, ours is the one most sought after. An international study shows that in twelve years' time immigrants and their families could form up to 7.5 percent of Czech population. By the year 2065, this proportion may rise up to one third. According to a study prepared by demographer Dušan Drbohlav's team at Charles University, most people will come from the Ukraine and other post-Soviet republics, Vietnam and China. Immigrants are mostly attracted by easy access to work – the country's growing economy offers tens of thousands of job vacancies. Unlike some other European countries, the country is actively trying to attract foreigners. For example, the government has prepared "green cards", or work and residence permits. If the parliament approves these permits, they will come into force in January 2009. The study concludes that due to the aging of its own population, the Czech Republic will need thousands of foreigners each year to keep the economy going.



WORKSHEET 2.2.2

Questions:

Which countries do illegal immigrants to the Czech Republic come from?

.....

How do these immigrants cross the borders?

.....

How many foreigners were there in the Czech Republic in 2008?

.....

Text:

INCREASING NUMBERS OF ILLEGAL MIGRANTS FROM CHINA AND EGYPT ARE POURING INTO THE CZECH REPUBLIC.

Author: Jan Langer

Increasing numbers of illegal migrants from China, Egypt and Iraq keep pouring into the Czech Republic. The number of foreigners entering fictitious marriages is also on the rise. One reason for the increase of “illegals” is their small chance of being granted an asylum here. The trend of rising migration from China to Europe has been monitored since 2004.

IN THE TRUNK OF A CAR

According to the police, foreigners cross the border illegally, for example in freight hold of vans or trucks, but also in trunks of private cars. Some of them also use the services of the so-called foot traffickers to be taken across the “green border”. Many aliens are trying to obtain residence permits by fraudulent marriages. The Czech Republic is a transit country and the people, after falsification of personal documents, are transported to other countries of the European Union.

THE NUMBER OF ALIENS IS GROWING

It is estimated that the number of “illegals” living in the Czech Republic is somewhere between thirty and forty thousand. No considerable growth can be observed in comparison to the year 2006. In contrast, the number of “legal” foreigners living in the Czech Republic is increasing at a record rate. While in 2006 their number grew by 43 thousand, last year it was almost by 71 thousand. In total the statistics register 410 thousand foreigners, the majority of whom are of Ukrainian, Slovak and Polish origin.



WORKSHEET 2.2.3

Questions:

Why did the Czechs immigrate to Canada (from 1880 to 1939)?

.....

Where did the immigrants work (after 1880)?

.....

Where did the Czechs live and work after World War I?

.....

Text:

THE CZECHS IN THE WORLD - CANADA /PART 1/



4/ 3/ 2008

Migration and settlement

Massive immigration of Czechs to Canada started in the second half of the 19th century and can be divided into four phases: In the first two phases (about 1880-1939) the motivation of most Czech emigrants was economic, while in the period of 1945-1989 they often were political refugees who left their homeland to avoid the Communist regime. Czech immigrants after 1880 started to come not only to the USA but also to western Canada because of the relatively fertile and cheap land. The government of Canada offered the new settlers land for cultivation. However, it was not rare that before obtaining their own land people had to work for the railways or in the mines. Farmers generally settled in the prairie provinces. The first Czech settlement, Kolin, was founded in 1884. Smaller groups of Czechs also settled in towns, especially in Edmonton, where one could find several Czech doctors, lawyers and craftsmen around 1900. Changes occurred after WWI. On the basis of an agreement between the Sugar Beet Grower's Association of Canada and The Czech Foreign Institute (Český zahraniční ústav) a number of Czech sugar beet farmers left for Canada to help to develop Canadian sugar beet industry. Recruitment organized by the Canadian Pacific Railway experienced similar success. In 1939, the town of Batawa was founded near Frankford in the province of Ontario under the auspices of Tomáš Baťa.

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WORKSHEET 2.2.4

Questions:

How many Czechs immigrated to Canada between 1948 and 1952?

.....

Where in Canada did they live after 1968?

.....

Who immigrated in the 1990s?

.....

Text:

THE CZECHS IN THE WORLD - CANADA /PART 2/



4/ 3/ 2008

Migration and settlement

After the Second World War some Czechs left their homes from the fear of the growing influence of the Communist party. The emigration wave became massive after February 1948. In 1948-1952 more than 10 thousand Czechoslovaks got asylum in Canada. Most refugees were highly educated individuals such as doctors, lawyers, politicians, scientists, legislators, businessmen and craftsmen who were in the beginning forced to accept work far below their qualification. Businessmen of Czech origin, predominantly in Ontario, trying to help their compatriots, offered work to new immigrants, sometimes with the assistance of the federal government. An important role was played namely by the following Czech companies: Bata Shoe, Hamilton Carhart, Opal Manufacturing, Staruba Industrial Corporation and Hesky Flax Products. The situation of emigrants who fled to Canada after 1968 was in many respects similar, but also different. The knowledge of English and French enabled these immigrants to find jobs in larger cities. The most frequent destination of the newcomers after 1968 was no longer Montreal but Vancouver and Toronto. Contemporary Czech immigration to Canada is happening in a completely different international political situation. About 1,500 Czech Roma (Gypsy) people applied for political refugee status in Canada in 1997.

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WORKSHEET 2.2.5

Questions:

How many Czechs live in the Ukraine today?

.....

When did most of them come there?

.....

What can you say about ČNRU?

.....

Text:

THE CZECHS LIVING IN THE UKRAINE

The number of Czechs living in the Ukraine today is about 10,000. According to the census in 1989 the number of Czechs in the Ukraine was 9,122, most of whom – 5,763 lived in towns. The largest number of the Czechs is settled in the Zhytomyr region – 1,835 people. 35.5% of the Czech population in the Ukraine regard Czech as their mother tongue. The present Czech communities in the Ukraine are the remains of the former quite numerous Czech settlement, which was the consequence of the extensive migration from the Czech lands predominantly in the 2nd half of the 19th century. Czech was taught there until 1930. However, the beginning of the 1930s witnessed political trials with Czech teachers, a number of whom was sentenced to death or sent to Eastern Siberia. Schools offering education in minority languages were closed in 1937. Nowadays, there are only few purely Czech national villages in the Ukraine. There are about 3,000 Czechs living in these villages; they keep the Czech language, customs and church services in everyday life. The first compatriotic societies were revived towards the end of the 1980s. The compatriotic organization – the Czech National Council of the Ukraine (Česká národní rada Ukrajiny – ČNRU) – which associates 20 revival compatriotic societies from various provinces was founded in May 1995. Among its goals is preservation of the Czech language, re-establishment of Czech schools, publishing a Czech newspaper, teacher training and religious revival.



WORKSHEET 2.2.6

Questions:

Name the 5 biggest Czech communities abroad.

.....

What is a country club?

.....

In which Australian cities do the Czech immigrants live?

.....

Text:

THE CZECHS LIVING IN AUSTRALIA /PART 1/

The number of compatriots

The community of Czechs and Czechoslovaks living abroad is usually quoted as the fifth most numerous compatriotic community in the world (ranking after communities in the USA, Slovakia, Canada and Croatia). The data regarding the exact number of Czechs living in Australia differ. The Australian Portfolio of Immigration and Citizenship stated in 1991 that there were 18,000 Czechs and Slovaks (taken as one nationality) in Australia; the estimate of the Embassy of the Czech Republic in Canberra was 30,000 people of both nationalities. The data of CTK for Australia and Oceania for 1994 speak of 15,000 Czechs and 16,000 Slovaks. A part of the compatriotic community is registered in compatriotic societies – the statistics of the Czech Ministry of Foreign Affairs register 17 societies of the Czechs and Czechoslovaks living in Australia. Even today, social life and activities of these societies are partaken by a numerous group of Slovaks. The Czechs and Slovaks living in Australia are associated not only in the Sokol and other societies but also in the so-called country clubs, social organizations that specialize in social and sport events. The Czechs living in Australia are prolific in publishing (monthlies of the societies); the Czech radio broadcasting on the waves of the Australian radio SBS is also successful. The most numerous communities of the Czechs living in Australia are in the largest Australian cities of Sydney and Melbourne, smaller communities can be found around Canberra, Adelaide, Darwin and Perth. About 36% of all the Czechs living in Australia are settled in Sydney and its environs, about 27% live in Melbourne.

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WORKSHEET 2.2.7

Questions:

Which two historical events made Czech people immigrate to Australia in the 20th century?

.....

What work did they usually do in the first two years?

.....

Do Australian universities accept Czech certificates and diplomas?

.....

Text:

THE CZECHS LIVING IN AUSTRALIA /PART 2/

History

The arrival of the first waves of Czech immigrants after the Second World War goes back to 1949 when 4,167 people from Czechoslovakia settled in Australia. 5,020 arrived in 1950. Most of them signed an employment contract before leaving Europe, which bound them to accept any work anywhere in Australia. In consequence to this measure, even people with academic education spent two years working manually, predominantly in agriculture. Even after expiration of the contract, especially doctors, lawyers and other professions found it very difficult to get adequate work – local professional chambers refused to recognize their qualification. In consequence, a number of specialists re-emigrated from Australia to the USA or Canada. The first group of immigrants after August 1968 formed by 173 people disembarked in Sydney on 14th September 1968. The Central Committee of Compatriotic Societies in Australia and New Zealand decided to offer these refugees all possible help to protect them from undergoing the same hardships as the post-1948 immigrants had to bear. It is due to their activities that Australian universities started to validate Czech university certificates and diplomas.

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Assessment: self-assessment.

Pupils can check their answers against the answers provided. After they finish, they will tell the rest of the class about the content of their text in English. The comprehension questions and pupils' answers help them prepare their presentations. The minimum requirements for the short oral presentation are: title; main idea, 3 questions and answers.

Notes for the teacher:

For the reading activity, the teacher should decide about the language: either English (L2) or the pupils' mother tongue (L1). This will depend on the pupils' level.¹ Even if the pupils read in L1, they should answer the questions in L2 and present the text in L2. The English version of the 7 texts follows. [For the Czech version of the 7 texts, see the Attachment behind Unit 5.](#)

Timing: Reading, answering questions, preparing presentations - 8 minutes

Presentations -12 minutes

References:

All the reading texts were shortened to a similar length. Then they were translated into English. The language of the texts is authentic; it was not simplified in any way.

Worksheet 2.2.1:

<http://www.ct24.cz/domaci/11884-imigrantu-v-cesku-pribyva-ekonomika-je-potrebuje/>

Worksheet 2.2.2:

<http://aktualne.centrum.cz/domaci/zivot-v-cesku/clanek.phtml?id=614495>

Worksheets 2.2.3 and 2.2.4:

http://krajane.radio.cz/cs/article_detail/1236

Optional:<http://www.cic.gc.ca>

Worksheet 2.2.5:

<http://www.czechembassy.org/wwwo/mzv/default.asp?ido=9232&idj=1&amb=1&ikony=&trid=1&prsl=&pocc1>

Worksheets 2.2.6 and 2.2.7:

<http://www.czechembassy.org/wwwo/mzv/default.asp?ido=8995&idj=1&amb=1&ikony=&trid=1&prsl=&pocc1>

¹ Reading in L1 outside the Czech Republic will require the translation of the texts into the language of instruction.



UNIT 2 ANSWERS:

Worksheet 1: Higher.

Ukraine, Vietnam, China.

They will work here, because most of the Czechs will be too old.

Worksheet 2: China, Egypt, Iraq.

In the car / they walk across the border / they get married

410,000 people.

Worksheet 3: Economy (they were poor, they wanted to be rich).

They worked on the farms.

In villages or towns, near Edmonton.

Worksheet 4: 10,000 people.

Vancouver, Toronto

Roma

Worksheet 5: 10,000 people.

19th century (2nd half).

They take care of the Czech language (schools, newspaper, teachers, religion).

Worksheet 6: Australia, USA, Slovakia, Canada, Croatia.

A place for social and sports activities.

Melbourne, Canberra, Adelaide, Darwin, Perth.

Worksheet 7: 1948 – Communism, 1968 – Russian occupation.

They worked in the fields.

Yes, they do now.



LEARNER WORKSHEET 2.3 (OPTIONAL) **MATHEMATICS**

Materials required: included below

Grouping: or | ...

WORKSHEET 2.3.1



How many of these word problems can you solve? Use a calculator if you like.

In the year 2002 there were 231,608 immigrants in the Czech Republic. In 2008, this number was higher by 178,486.

- a) How many immigrants were there in the Czech Republic in 2008?

In the year 2006 there were 321,456 immigrants in the Czech Republic, but in the year 2004 there were 254,294 immigrants. Compare the numbers.

- b) *Were there more immigrants in 2006 or in 2004?*
- c) *What is the difference?*

Sasha lives in our town. He writes five text messages to his friends in the Ukraine every week. One text message costs 9.50 Czech crowns (CZK).

- d) *How much does he pay for text messages to his Ukrainian friends every week?*

.....

- e) *How much does he pay for text messages to his Ukrainian friends a year?*

.....



Assessment:

Pupils write the results on the dotted lines. After finishing they swap their notes for peer-correction. The teacher checks the results with the whole class.

Notes for the teacher:

Be careful about the use of punctuation in numerals.

Timing: 10 minutes

Answers:

- a) 410,094 immigrants
- b) in 2006
- c) the difference: 67,162 immigrants
- d) CZK 47.50 a week
- e) CZK 247 a year



LEARNER WORKSHEET 2.4 (OPTIONAL) **MIGRATION AND OUR TOWN**

Materials required: included below

Grouping: 

Discuss in your mother tongue (or the language of the school).

Suggested questions:

1. What is the situation of immigrants in our town / region?
2. Where can you meet immigrants?
3. What language do they speak?
4. What do they do for living?

Assessment: -

Notes for the teacher:

Timing: 7 minutes

Grouping: 



UNIT 3: MEETING NEW FRIENDS IN OUR TOWN

Timing: 45 minutes (detailed timing for each activity indicated in the Notes for the teacher)

Material required:

- Four sets of role-cards (for pupils A, B, C, D). The activity is meant for 16 participants.
If there are more pupils in the class, each of them gets an extra role-card for pupil D.
- A map of the town / region. The teacher should get a copy of a tourist map for the class.

Grouping: indicated in the description of each activity in the Notes for the teacher;

Focus on content: Social studies (migration); History;

Focus on language: Speaking and reading skills in L2;



LEARNER WORKSHEET 3.1 NEW CLASSMATES

Materials required: role cards included below

Grouping: 

This is a speaking activity – a role play. You will work in groups of 4 - Now each of you will get a card with your role.

1. Read the information on your card and prepare what you want to say.
2. Find the other 3 members of your group.
3. Talk to each other in your group.
4. When you finish, you will tell the class about your new classmate and say what all of you have in common.



ROLE-CARDS

GROUP 1: PUPIL A

You are new to your class. Your family has moved to this town because your father is a businessman. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself.

YOUR NAME: Peter Cabadaj

NATIONALITY: Slovak

YOUR AGE: 11

BORN IN: Bratislava, Slovakia

YOUR SPEAK: Slovak, Czech and some English

HOBBIES:,

FAVORITE SUBJECT: Physical Education

FAMILY: mother (Slovak), father (Czech), a sister (age:

JOB: MOTHER:, FATHER:

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 1: PUPIL B

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

YOUR NAME: Josef Fischer

NATIONALITY: Czech

YOUR AGE: 12

BORN IN: Brod

HOBBIES: skiing, music

FAVORITE SUBJECTS: Physical Education, Music

FAMILY: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?



GROUP 1: PUPIL C

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Lucie Šebestová

NATIONALITY: Czech

YOUR AGE: 11

BORN IN: Brod

HOBBIES: cooking

FAVORITE SUBJECT: English

FAMILY: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to Canada

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 1: PUPIL D

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME:

NATIONALITY:

YOUR AGE:

BORN IN:

HOBBIES:

FAVORITE SUBJECT:

FAMILY: mother (job:), father (job:), a sister / brother (age:)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?



GROUP 2: PUPIL A

You are new to your class. Your family has moved to this town because your father found work in a local factory. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Mai Tran

NATIONALITY: Vietnamese

YOUR AGE: 11

BORN IN: Hanoi

YOU SPEAK: Vietnamese, some English, very little Czech

HOBBIES:,

FAVORITE SUBJECT: Mathematics

FAMILY: mother (job:.....), father (job:.....), a sister (age:.....)

Ask questions:

How old / you?

What / are / hobbies?

How big /your family?

What / father / job?

What / favorite / subject?



GROUP 2: PUPIL B

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

YOUR NAME: Josef Fischer

NATIONALITY: Czech

YOUR AGE: 12

BORN IN: Brod

HOBBIES: skiing, music

FAVORITE SUBJECTS: Physical Education, Music

FAMILY: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?



GROUP 2: PUPIL C

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Lucie Šebestová

NATIONALITY: Czech

YOUR AGE: 11

BORN IN: Brod

HOBBIES: cooking

FAVORITE SUBJECT: English

FAMILY: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to Canada

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 2: PUPIL D

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME:

NATIONALITY:

YOUR AGE:

BORN IN:

HOBBIES:

FAVORITE SUBJECT:

FAMILY: mother (job:), father (job:), a sister / brother (age:.....)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?



GROUP 3: PUPIL A

You are new to your class. Your family has moved to this town because your mother will teach in a local school. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Alexander Pavlov

NATIONALITY: Ukrainian

YOUR AGE: 12

BORN IN: Kiev, Ukraine

YOU SPEAK: Czech, Ukrainian, English

HOBBIES: hockey, films

FAVORITE SUBJECT: English

FAMILY: mother (Ukrainian), father (Czech), a sister (age:)

JOBS: mother:, father:

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 3: PUPIL B

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

YOUR NAME: Josef Fischer

NATIONALITY: Czech

YOUR AGE: 12

BORN IN: Brod

HOBBIES: skiing, music

FAVORITE SUBJECTS: Physical Education, Music

FAMILY: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?



GROUP 3: PUPIL C

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Lucie Šebestová

NATIONALITY: Czech

YOUR AGE: 11

BORN IN: Brod

HOBBIES: cooking

FAVORITE SUBJECT: English

FAMILY: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to Canada

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 3: PUPIL D

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME:

NATIONALITY:

YOUR AGE:

BORN IN:

HOBBIES:

FAVORITE SUBJECT:

FAMILY: mother (job), father (job), a sister / brother (age

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?



GROUP 4, PUPIL A:

You are new to your class. Your family has moved to this town because your mother will work in a local hospital. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Monika Horváthová

NATIONALITY: Roma

YOUR AGE: 12

BORN IN: Vinica, Slovakia

YOU SPEAK: Romany, Slovak, some Hungarian, very little English

HOBBIES:,

FAVORITE SUBJECT: Music

FAMILY: mother, father, three sisters (ages:))

JOBS: mother:, father:, one sister

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 4: PUPIL B

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

YOUR NAME: Josef Fischer

NATIONALITY: Czech

YOUR AGE: 12

BORN IN: Brod

HOBBIES: skiing, music

FAVORITE SUBJECTS: Physical Education, Music

FAMILY: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?



GROUP 4: PUPIL C

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME: Lucie Šebestová

NATIONALITY: Czech

YOUR AGE: 11

BORN IN: Brod

HOBBIES: cooking

FAVORITE SUBJECT: English

FAMILY: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to Canada

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?



GROUP 4: PUPIL D

Now you will meet a new classmate, who does not know anybody in this town. He / She would like to learn something about you and make friends with you.

Introduce yourself:

YOUR NAME:

NATIONALITY:

YOUR AGE:

BORN IN:

HOBBIES:

FAVORITE SUBJECT:

FAMILY: mother (job:), father (job:), a sister / brother (age:)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?



Assessment:

For the pupils, the activity is aimed at fluency. The teacher's task is to monitor and help if necessary. Minor mistakes which do not obscure meaning should not be corrected.

Notes for the teacher:

Cards are marked: Group 1 - 4; pupils' roles are marked A, B, C, D.

Pupil A is always a new classmate; Group 1 – a Slovak boy, Group 2 – a Vietnamese girl,

Group 3 – a Ukrainian boy, Group 4 – a Roma girl. Their roles are partly creative:

they invent their hobbies, parents' jobs etc.

Pupil B is a local, Czech boy of German origin; he appears in all the groups.

Pupil C is a local, Czech girl whose relatives live in Canada; she appears in all the groups.

Pupil D is a local boy or a girl. He / She should speak English quite well because the role is fully creative: to invent his / her identity.

In the beginning, the teacher should explain the situation:

Three pupils meet a new classmate who has just moved in town. (In the Czech Republic, the name of the town is Brod. Elsewhere, the place name can correspond with reality).

Pupils introduce themselves and try to learn something about each other. The task is also to find out what the pupils within a group have in common.

When the group discussion is over, each group presents their new classmate to the rest of the class.

Timing: 15 minutes (10 minutes to prepare and to discuss + 5 minutes to present the new classmates to the class)

Grouping:

First, pupils work on their own. They read their cards and prepare their roles. Then they get into groups of 4 for the role play. Finally, each group presents their new classmate.



LEARNER WORKSHEET 3.2 **OUR TOWN - OUR REGION**

Materials required: included below

Grouping:  |    |    ... 





WORKSHEET 3.2.1

1. *On your own, read the text:*

The Highlands region has much to be proud of. It is of historical and cultural interest for tourists not only from our country but also from abroad. The town Havlíčkův Brod is mentioned as a gateway to the Czech part of the Czech-Moravian borderlands. In the course of its existence, it has always been an important center of the region. It belongs to the oldest towns on the Sázava River - it is more than 750 years old, and qualifies almost as a historical preserve. Its older name (Deutsch Brod) was linked to German miners. Some of them came to work in the nearby village of Silver Mountains in 1503. Later the town was named after Karel Havlíček Borovský, a journalist who was active in the Czech National Revival. Of the important personalities we should also recall two musicians and composers: J. V. Stamic, the founder of the Mannheim Instrumental School, who was born in Brod, and Bedřich Smetana, who studied here.



of



2. *Work in your group (4 pupils) - . First discuss the following questions in the mother tongue. Then write the main ideas in English.*

What I know / what I read about our town / our region:	What else I would like to learn and tell our new classmates:

Compare your answers with other groups.

Marie Hofmannová, Radek Vít



Assessment:

Pupils summarize the main ideas in writing. After they finish the teacher elicits their ideas taking notes on the board.

Notes for the teacher:

Timing: 10 minutes (individual silent reading: 3 minutes + group-work: 3 minutes + whole class activity: 4 minutes)

Answers: -

References: The text was adapted (shortened and simplified) from a local museum brochure.



LEARNER WORKSHEET 3.3 OUR TOWN AND THE WORLD

Materials required: included below

Grouping: 

1. The teacher shows a map of the town / region and explains the project:

Stage 1: introductory activities at school (Unit 3)

- Establishing a grid over the map: Groups divide the map into several areas to be explored. They present their concept of division to the class.
- Discussing the project. The whole class agrees on the main rules and the choice of tasks.
- Preparing the excursion.

Stage 2: out-of-school excursion (Unit 4)

- Groups explore their part of the town / region. They trace different cultural markers: (verbal, architectural, etymological, environmental, political, entrepreneurial, behavioral, and interpersonal). They collect evidence (e.g. by talking to people, taking notes, taking photographs, recording the sounds, marking information on the map).

Stage 3: presentation of results in class (Unit 5)

- In L2, L1 and the languages in the class and from the town.
- Developing thematic maps of the town / region according to the researched topics.
- The class carries out the activities described in Stage 1.

Assessment:

After Unit 5, pupils' work should be displayed on a notice board in the classroom or school.

Notes for the teacher:

Timing: 20 minutes in Unit 3

+ Unit 4 (several days for out-of-school project work)

+ Unit 5 (45 minutes) at school

The size of groups depends on the class size and the pupils' decision.

Answers: -

References: -



UNIT 4: EXPLORING MULTICULTURAL ASPECTS OF OUR TOWN / REGION

Timing: several days

Material required:

a copy of the poem in English to be placed on the classroom notice board before the beginning of Unit 4.

Grouping: collaborative work in groups

Focus on content: Social Studies; Geography; History. Looking for adequate information; collecting evidence.

Focus on language: Speaking and writing skills in L1 and L2



LEARNER WORKSHEET 4.1 A POEM

Materials required: included below

Grouping:  (the whole class)

“Téra Fabiánová was a writer. She wrote in Czech, Slovak, Hungarian, but mainly in her own language – Romany. One of her poems is about the place in Slovakia where she used to live. Here is the first part of the poem:”

”Av manca, čajori”

Téra Fabiánová (Romane gil’a,1979)

Come with me, my sweet, to my mother’s village

Where after dark the Roma spin their tales

Come with me, I’ll never leave your side

Or bring you pain or shame.

When the Roma see me bring you

The fiddler will strike up a tune, ...

(Translated into English by David Vaughan, 2004.)

Notes for the teacher:

This listening activity is meant as introduction and motivation for project work.

- The teacher can place the poem on a classroom notice board or read it out loud introducing it like as suggested above.
- Optional follow-up tasks for the whole class:
- Pupils might also listen to the poem in Czech.²
- Pupils can be asked to express their feelings about the poem.

² Reading in L1 outside the Czech Republic will require the translation of the text into the language of instruction.



Timing: 5 minutes

Answers in Czech:

Pojď se mnou, má milá, tam, kde žije má matka,
kde Romové při pohádkách zvečera spolu sedí.

Pojď, já Tě nikdy neopustím,
neudělám Ti hanbu ani nezpůsobím žal.

Jakmile Romové uvidí, že si Tě přivádím,
hned housle naladí, ...

(Translated into Czech by Milena Húbschmannová, 2004.)

References:

for more information in English on the Roma people in the Czech Republic see

<http://romove.radio.cz/article/21463>



LEARNER WORKSHEET 4.2: **OUT-OF-SCHOOL EXPLORATION**

Materials required: included below are suggested tasks for groups

LEARNER WORKSHEET 4.2.1:

1. Where can we find museums in our town / region?

.....

2. What are the closest national cultural monuments?

.....

3. Where can we find them?

.....

4. What UNESCO monuments are there in our region?

.....

5. Where can we find them?

.....

6. How many villages are there in our region?

.....

7. Write examples of old (German) and new (Czech) names of villages.

.....

8. What nationalities can we find in our town / region?

.....

9. Write examples of foreign investment in our region.

.....

10. What are the jobs that immigrants do in our town?

.....

11. Who were the most famous emigrants of our region?

..... Marie Hofmannová; Radek-Vít

12. What are they famous for?

.....



Grouping: :
The word 'Grouping:' is followed by four small cartoon figures of people standing in a line, with an ellipsis '...' between the second and third figures, and a colon ':' at the end.

Answers:

for the Czech Republic, the Highlands (Vysočina) region, the town of Havlíčkův Brod:

1. Havlíčkův Brod, Přebyslav.
2. Lipnice nad Sázavou, Ledec nad Sázavou (castles), Havlíčkova Borová (birthplace of Karel Havlíček Borovský, a journalist active in the Czech National Revival)
3. Žďár nad Sázavou (Zelená Hora church and monastery), Telč (urban museum), Třebíč
4. (Jewish part of town)
5. 704 (in 2008)
6. Friedenau – Mírovka, Hochtann – Vysoká, Deutsch Brod – Havlíčkův Brod
7. Mongolian, Roma, Vietnamese, Ukrainian, Slovak, Japanese, German, American
8. Havlíčkův Brod (Futaba – a Japanese car factory), Humpolec, Jihlava
9. Textile industry – Vietnamese, car industry – Japanese, teaching
10. J. V. Stamic – Mannheim, Germany (musician)
11. K.H. Borovský – Brixen, Austria (journalist)



UNIT 5: PRESENTING EXPLORATION RESULTS – OUR TOWN AND THE WORLD

Timing: Unit 5 (45 minutes)

Material required: -

Grouping:  (groups)

Focus on content:

Social Studies; Geography; History; Presenting relevant information and evidence;

Focus on language:

Speaking skills in L2, L1 and/or other languages present in the class;

Assessment:

The teacher should praise all the pupils and appreciate their work.

Notes for the teacher:

Pupils' parents or other guests can be invited to school to watch the group presentations.

- Pupils can present their work in L2 and some L1. They should also include the languages spoken in their school or class.
- Expected outcomes:
 - Thematic maps of the town (region) according to the explored topics.
 - Large sheets of paper used for the display of pictures, maps, text etc.
 - Other.



APPENDIX: TEXTS IN CZECH

WORKSHEET 2.2.1

Questions:

Will the number of immigrants in the Czech Republic be higher or lower in future?

.....

Which countries do the immigrants come from?

.....

Why does the country need them?

.....

Text:

IMIGRANTŮ V ČESKU PŘIBÝVÁ, EKONOMIKA JE POTŘEBUJE

Vloženo: 14. 4. 2008 11:07, autor: ČT24, ČTK

Praha - Přistěhovalců v Česku přibývá a jejich počet ještě poroste. Naše země je totiž cizinci nejvyhledávanější ze všech postkomunistických zemí. Podle výsledků mezinárodní studie by za dvanáct let mohli imigranti a jejich rodiny tvořit až 7,5 procenta české populace a v roce 2065 to může být i třetina. Podle studie týmu demografa Dušana Drbohlava z Univerzity Karlovy přijde nejvíce lidí z Ukrajiny a dalších post-sovětských republik, z Vietnamu a z Číny. Přistěhovalce nejvíce láká snadná dostupnost práce - rostoucí ekonomika nabízí desetitisíce volných míst. Stát se také snaží cizince na rozdíl od některých jiných evropských zemí aktivně nalákat. Vláda například připravila zelené karty, společná povolení k práci a pobytu. Pokud je schválí parlament, budou fungovat od ledna 2009. Česká republika bude podle studie kvůli stárnutí vlastní populace potřebovat tisíce cizinců ročně, aby udržela svou ekonomiku v chodu.



WORKSHEET 2.2.2

Questions:

Which countries do illegal immigrants to the Czech Republic come from?

.....

How do these immigrants cross the borders?

.....

How many foreigners were there in the Czech Republic in 2008?

.....

Text:

DO ČESKA MÍŘÍ NAČERNO STÁLE VÍC LIDÍ Z ČÍNY ČI EGYPTA

Autor: Jan Langer

Do Česka proudí stále víc nelegálních migrantů z Číny, Egypta a Iráku. Roste i počet cizinců, kteří uzavírají fiktivní sňatky. Jedním z důvodů, proč počet těchto "ilegálů" roste, je jejich malá šance získat tu azyl. Trend, kdy do Evropy míří čím dál tím víc Číňanů, přetrvává již od roku 2004.

V kufro auta

Podle policistů překračují cizinci načerno hranice například v nákladových prostorech dodávek nebo kamionů, ale také i v kufro osobních aut. Někteří využívají takzvaného pěšího převaděče přes "zelenou hranici". Spousta cizinců se snaží získat trvalý pobyt pomocí fingovaného sňatku. Česká republika je tranzitní zemí a lidé jsou po zfalšování dokladů dopraveni do dalších zemí Evropské unie.

POČET CIZINCŮ ROSTE

Podle odhadů žije celkově v Česku něco mezi třiceti až čtyřiceti tisíci "ilegálů". Ve srovnání s rokem 2006 jejich počet výrazně nestoupá. Oproti tomu množství "legálních" cizinců, kteří obývají Českou republiku, rekordně roste. Zatímco za rok 2006 se jejich počet zvýšil o 43 tisíc, loni to bylo o téměř 71 tisíc. Celkem statistiky evidují 410 tisíc cizinců, většinu z nich tvoří Ukrajinci, Slováci a Poláci.



WORKSHEET 2.2.3

Questions:

Why did the Czechs immigrate to Canada (from 1880 to 1939)?

.....

Where did the immigrants work (after 1880)?

.....

Where did the Czechs live and work after World War I?

.....

Text:

ČEŠI VE SVĚTĚ - KANADA /ČÁST 1/



4/ 3/ 2008

Migrace a osídlování

Masivnější imigrace Čechů do Kanady začala v druhé polovině 19. století a můžeme ji rozdělit do čtyř fází: V prvních dvou fázích (asi 1880-1939) vedly Čechy k emigraci převážně ekonomické důvody, zatímco v období let 1945-1989 šlo často o politické uprchlíky, kteří opustili svůj domov, aby se vyhnuli komunistickému režimu. Čeští imigranti po roce 1880 začali kvůli úrodné a levné půdě pronikat kromě USA i do západní Kanady. Kanadská vláda nabízela novým přistěhovalcům vybrané pozemky k obdělávání. Často však lidé, dříve než získali vlastní půdu, museli pracovat na železnici a v dolech. Farmáři se zpravidla usazovali v préríjních provinciích. První česká osada Kolin byla založena v roce 1884. Menší skupiny Čechů se usazovaly také ve městech, zejména v Edmontonu, kde kolem roku 1900 žilo i několik českých lékařů, právníků a řemeslníků. Po první světové válce došlo k výrazným změnám. Na základě dohody mezi kanadskou cukrovarnickou společností (Sugar Beet Grower's Association of Canada) a Českým zahraničním ústavem odešli do zámoří někteří cukrovarnickí farmáři, kteří pomohli rozvinout v Kanadě cukrovarnický průmysl. Podobně úspěšný byl nábor organizovaný kanadskou železniční společností Canadian Pacific Railway. V roce 1939 bylo pod patronací Tomáše Bati založeno v provincii Ontario poblíž Frankfordu město Batawa.

Marie Hofmannová, Radek Vít



WORKSHEET 2.2.4

Questions:

How many Czechs immigrated to Canada between 1948 and 1952?

.....

Where in Canada did they live after 1968?

.....

Who immigrated in the 1990s?

.....

Text:**ČEŠI VE SVĚTĚ - KANADA /ČÁST 1/****4/ 3/ 2008****Migrace a osídlení**

Po 2. světové válce opouštěli někteří Češi své domovy ze strachu před rozšiřujícím se vlivem komunistické moci. Masových rozměrů nabyla tato emigrační vlna po únoru 1948. Kanada v letech 1948-1952 přijala více než 10 000 Čechoslováků. Většinu uprchlíků tvořili vysoce vzdělaní lidé. Jednalo se o lékaře, právníky, politiky, vědce, zákonodárce, obchodníky a řemeslníky, kteří byli zpočátku nuceni přijmout práci, neodpovídající jejich kvalifikaci. Ve snaze pomoci svým krajanům nabízeli podnikatelé českého původu, nejčastěji v Ontariu, novým přistěhovalcům práci, někdy za pomoci federální vlády. Významně se tu uplatnily zejména tyto české firmy: Bata Shoe, Hamilton Carhart, Opal Manufacturing, Staruba Industrial Corporation a Hesky Flax Products. Situace českých emigrantů, kteří přišli do Kanady po roce 1968, byla v mnohém podobná, existovaly však i rozdíly. Znalost angličtiny či francouzštiny jim umožňovala uplatnit se ve velkých městech. Nejčastější první destinací nově příchozích po roce 1968 již nebyl Montreal, nýbrž Vancouver a Toronto. Současná česká imigrace do Kanady probíhá za zcela změněné mezinárodní politické situace. V roce 1997 požádalo o status uprchlíka v Kanadě asi 1500 českých Romů.



WORKSHEET 2.2.5

Questions:

How many Czechs live in the Ukraine today?

.....

When did most of them come there?

.....

What can you say about ČNRU?

.....

Text:

KRAJANÉ NA UKRAJINĚ

Na Ukrajině žije v současné době kolem 10 000 českých krajanů. Podle sčítání lidu v roce 1989 jich žilo na Ukrajině 9 122, většina z nich – 5 763, bydlela ve městech. Nejvíce Čechů je soustředěno v Žitomirské oblasti - 1 835 osob a za svůj rodný jazyk považuje češtinu 35,5% českého obyvatelstva Ukrajiny. Nynější české komunity na Ukrajině jsou pozůstatkem dříve poměrně početného českého osídlení, vzniklého v důsledku vystěhovalectví z českých zemí převážně v 2. polovině 19. století. Do roku 1930 se tam vyučovala čeština. Počátkem třicátých let ale došlo k politickým procesům s českými učiteli, řada z nich byla odsouzena k smrti či k nucenému pobytu na východní Sibiři. Od roku 1937 byly školy s menšinovým vyučovacím jazykem zakázány. Ryze národních českých vesnic zůstalo na Ukrajině málo. V těchto vesnicích žije asi 3 000 Čechů, kteří si v běžném životě zachovali český jazyk, obyčej a náboženské obřady. První krajské spolky se začaly obnovovat koncem 80. let. V květnu 1995 byla ustavena krajská organizace - Česká národní rada Ukrajiny (ČNRU), která sdružuje 20 obnovených krajských spolků z různých oblastí. Cílem je zachování českého jazyka, obnovení českých škol, vydávání českých novin, příprava učitelů a obrození náboženství.



WORKSHEET 2.2.6

Questions:

Name 5 biggest Czech communities abroad.

.....

What is a country club?

.....

In which Australian cities do the Czech immigrants live?

.....

Text:

KRAJANÉ V AUSTRÁLII /ČÁST 1/

Počty krajanů

Česká a československá krajanská komunita v Austrálii bývá uváděna jako pátá nejsilnější na světě (po krajanských komunitách v USA, na Slovensku, v Kanadě a Chorvatsku). Údaje o přesném počtu krajanů se různí, australské ministerstvo pro etnické záležitosti uvádělo v r. 1991 počet 18 000 Čechů a Slováků (národnostně nerozlišeno), dle odhadu ZÚ Canberra se stav pohyboval kolem 30 000 osob obou národností. Údaje ČTK z r. 1994 pro Austrálii a Oceánii uvádějí počet 15 000 Čechů a 16 000 Slováků. Část krajanské komunity je podchycena v krajanských spolcích - statistika OKKV MZV registruje 17 krajanských spolků českých a československých. Společenského života českých a čs. spolků se i nadále zúčastňuje početná skupina slovenských krajanů. České a slovenské krajany sdružují kromě sokolských organizací a dalších spolků i tzv. country cluby, společenské organizace, orientované především na společenské a sportovní vyžití. Čilá je také publikační činnost (spolkové měsíčníky), úspěšně pracuje také české rozhlasové vysílání australského rozhlasu SBS. Nejsilnější krajanské komunity jsou soustředěny v největších australských městech Sydney a Melbourne, menší komunity v okolí Canberra, Adelaide, Darwinu a Perthu. V okolí Sydney žije cca 36% všech Čechů v Austrálii, v Melbourne pak cca 27%.



WORKSHEET 2.2.7

Questions:

Which two historical events made the Czechs immigrate to Australia in the 20th century?

.....

What work did they usually do in the first two years?

.....

Do the Australian universities accept Czech certificates and diplomas?

.....

Text:

KRAJANÉ V AUSTRÁLII /ČÁST 2/

Historie

Příjezdy prvních vln českých přistěhovalců po 2.světové válce se datují rokem 1949, kdy se v Austrálii usadilo 4167 osob z tehdejšího Československa, roku 1950 jich přijelo 5020. Téměř všichni před odjezdem z Evropy podepsali pracovní smlouvu, podle níž se zavázali přijmout jakoukoli práci v jakémkoliv místě Austrálie. Na základě tohoto opatření i akademicky vzdělaní lidé pracovali po dva roky manuálně, převážně v zemědělství. I po skončení kontraktu měli zejména lékaři, právníci aj. profese velké problémy s uplatněním - místní profesní komory odmítaly uznat jejich vzdělání, takže řada odborníků re-emigrovala z Austrálie do USA a Kanady. První skupina posrpnových emigrantů, sestávající ze 173 osob, přistála v Sydney 14. září 1968. Ústřední výbor krajanské asociace v Austrálii a na Novém Zélandu se rozhodl poskytnout těmto utečencům veškerou pomoc, aby nemuseli projít stejným strádáním jako pouťovní emigranti. Podařilo se dosáhnout toho, že australské univerzity nostrifikovaly české doklady o vzdělání.