

## The great legacy of the Commonwealth

*Les pays du Commonwealth* - Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'- Winston Churchill

	Is the Commonwealth a mean for division or unity?
At the end of the Unit, I will	<ul style="list-style-type: none"> <li>- learn more about the origins of the Commonwealth</li> <li>- know which country are part of the Commonwealth</li> <li>- what future options may be considered</li> </ul>
What vocabulary will I need ?	- Commonwealth
What grammatical structure will I need ?	<ul style="list-style-type: none"> <li>- past perfect</li> <li>- present perfect</li> </ul>
What documents will be used ?	<p><b>1- What's the Commonwealth ?</b>  1a- The Commonwealth, <a href="https://www.royal.uk/">https://www.royal.uk/</a>  1b- The Commonwealth - Helping every voice to be heard, 2022  1c- Commonwealth of Nations, map by britannica.com/  1d - Trench Town, Jamaica : the royals joined in with reggae musicians as they visited the neighbourhood where Bob Marley grew up during their Royal Tour, BBC, 25 March 2022  1e- Jamaica, Kingston : Prince William and Kate, in the Land Rover as a nod to the Queen and Duke of Edinburgh visiting Jamaica during their Royal Tours, BBC, 25 March 2022</p> <p><b>2- from colonies to independance</b>  2a- Sipping the tea: an elegant British tradition, photo  2b- Views on the British Empire, Maria BARRETT, Dishonored, 1996  2c- The Salt March, 1930  2d- Who was Ghandi ? Worksheet</p> <p><b>3- The influence of the British culture</b>  3a- A new lesson, Abridged from Leonard Kibera, <i>African Short Stories, "The Spider's Web"</i>, 1985  3b- The danger of a single story   Chimamanda Adichie 2020, Ted Talk  3c- A voice for Jamaica, Visit jamaica.com, 2025  3d- The once, all-encompassing empire left its mark firmly on Malta... Casa ellul blog, November 2020</p> <p><b>4- the Commonwealth Games</b>  4a- From the British Empire Games to the Commonwealth Games, Utathya Nag, <a href="http://www.olympics.com">www.olympics.com</a>, 25 Oct. 2024  4b- introducing Glasgow 2026! - video</p> <p><b>5- the future of the commonwealth</b>  5a- Commonwealth Games 'we have to keep it going, says Dame Laura Kenny, <i>BBC</i>, 18 September 2024  5b- Prince William suggests Commonwealth could be led by a non-royal one day Sky News 26 March 2022</p>

	5c- Which nations wants to cut ties with the British Monarchy – Statista
What will I learn about ?	The evolution of the British Empire, from colonialism to Commonwealth and the question at stack
Final project : EOC	A new small Commonwealth country is about to hold the next Commonwealth Games. You will produce a vlog about it.

### Instructions for your Final Project :

- 1- You will have to appear in a video at least once
- 2- You may be two or 3 working together, but each will have their own grading concerning the English
- 3- You may ask not to look at yourself in class
- 4- You may work from an existant video if you weren't on the trip
- 5- You must use Malta and some pictures and videos taken from Malta if you came in the trip
- 6- You must talk about the different aspects of the Commonwealth and the questions it raises

The great legacy of the Commonwealth								
A new small Commonwealth country is about to hold the next Commonwealth Games. You will produce a vlog about it.								
	Qualité du contenu	Pt score	Expression orale en continu	Pt score	Correction de la langue orale	Pt score	Richesse de la langue	Pt score
<b>C2</b>	J'ai rendu de <b>fin</b> nuances de sens en rapport avec le sujet	<b>30</b>	J'ai rendu de <b>fin</b> nuances de sens en rapport avec le sujet	<b>30</b>	J'ai <b>utilisé</b> avec une bonne maîtrise <b>tout l'éventail des traits phonologiques de la langue cible</b> , de façon à être toujours intelligible	<b>30</b>	J'ai employé de manière pertinente un <b>vaste répertoire lexical</b> incluant des expressions idiomatiques, des <b>nuances de formulation</b> et des structures variées	<b>30</b>
<b>C1+</b>		<b>25</b>		<b>25</b>		<b>25</b>		<b>25</b>
<b>C1</b>	J'ai traité le sujet et produit un oral <b>fluide et convaincant, étayé</b> par des éléments (inter)culturels pertinents, et pas simplement des éléments du cours. J'ai pleinement exploité les différents aspects et questions soulevées	<b>20</b>	J'ai développé une <b>argumentation complexe</b> , fondée sur des aspects (inter)culturels, <b>de manière synthétique et fluide</b> tout en m'assurant de sa bonne réception..	<b>20</b>	J'ai <b>utilisé</b> avec une assez bonne maîtrise <b>tout l'éventail des traits phonologiques de la langue cible</b> , de façon à être toujours intelligible. Les rares erreurs de langue ne donnent pas lieu à des malentendus.	<b>20</b>	J'ai employé de manière pertinente un <b>vaste répertoire lexical</b> incluant des expressions idiomatiques, des <b>nuances de formulation</b> et des structures variées.	<b>20</b>
<b>C1-</b>		<b>15</b>		<b>15</b>		<b>15</b>		<b>15</b>
<b>B2+</b>		<b>12</b>		<b>12</b>		<b>12</b>		<b>12</b>
<b>B2</b>	J'ai traité le sujet de façon <b>claire, détaillée</b>	<b>10</b>	<b>J'ai développé un point de vue pertinent et</b>	<b>10</b>	<b>Mon accent</b> subit l'influence d'autres	<b>10</b>	J'ai produit un discours et des	<b>10</b>

B2- B1+	et globalement efficace, J'ai exploité plusieurs aspects du cours, j'ai posé des questionnements par rapport à l'avenir du Commonwealth	8 6	étayé, y compris par des reformulations qui ne rompent pas le fil du discours. J'ai parlé pendant plus de 2 minutes 30, en utilisant mes notes en soutien et non en support	8 6	langues mais n'entrave pas l'intelligibilité. Mes erreurs de langue ne donnent pas lieu à malentendu.	8 6	énoncés assez fluides, l'étendue de min lexique est suffisante pour permettre précision et variété des formulations.	8 6
B1 B1- / A2+	Mon discours était structuré, j'ai utilisé des éléments du cours en développant au moins trois aspects du Commonwealth	5 4	j'ai exposé un point de vue de manière simple, j'ai beaucoup utilisé mes notes mais sans les lire de façon continue. J'ai parlé pendant environ deux minutes	5 4	Je m'exprime de manière intelligible malgré l'influence d'autres langues. J'ai une bonne maîtrise des structures simples.	5 4	J'ai produit un discours et des énoncés dont l'étendue lexicale relative nécessite l'usage de périphrases et répétitions.	5 4
A2	Mon discours était bref et les éléments en sont juxtaposés.. J'ai utilisé qu'une ou deux facettes du cours	3	j'ai exprimé un avis en termes simples. J'ai parlé pendant moins de deux minutes. J'ai lu mes notes	3	Je m'exprime de manière suffisamment claire pour être compris, mais la compréhension requiert un effort de mes interlocuteurs.	3	J'ai produit un discours et des énoncés dont les mots sont adaptés à l'intention de communication, en dépit d'un répertoire lexical limité.	3
A1	j'ai exprimé un avis en termes très simples.	1	Mes énoncés sont ponctués de pauses, d'hésitations et de faux démarrages.	1	J'ai utilisé un répertoire très limité d'expressions et de mots mémorisés de façon compréhensible.	1	J'ai produit des énoncés intelligibles malgré un lexique très limité.	1

## 1- What's the Commonwealth ?

Appropriation des informations : vidéo + texte + carte + photo

En vue rédaction d'un article de présentation : what's the Commonwealth (ramassé, noté – présentation positive)

1a- The Commonwealth, <https://www.royal.uk/>

1b- The Commonwealth - Helping every voice to be heard, 2022

<https://youtu.be/uZljOZHceAs>

1c- Commonwealth of Nations, map by britannica.com/

<https://cdn.britannica.com/46/221246-050-D648F1A9/map-Commonwealth-of-Nations-timeline.jpg>

1d - Trench Town, Jamaica : the royals joined in with reggae musicians as they visited the neighbourhood where Bob Marley grew up during their Royal Tour, BBC, 25 March 2022

1e- Jamaica, Kingston : Prince William and Kate, in the Land Rover as a nod to the Queen and Duke of Edinburgh visiting Jamaica during their Royal Tours, BBC, 25 March 2022

[https://ichef.bbci.co.uk/news/1024/cpsprodpb/44C8/production/\\_123880671\\_jamaica-tour.jpg.webp](https://ichef.bbci.co.uk/news/1024/cpsprodpb/44C8/production/_123880671_jamaica-tour.jpg.webp)

## **2- from colonies to independance**

2a- sipping the tea: an elegant British tradition

travail sur l'image : description, analyse

liste de verbe d'action pour décrire l'image → partage puis rédaction d'un texte utilisant un minimum de verbes

Le texte doit être cohérent et intéressant, point de vue interne imposé (numéro donné aux personnages, choisis au hasard en amont)

2b- Views on the British Empire, Maria BARRETT, Dishonored, 1996

travail de repérage sur le texte : les personnages les verbes d'actions, verbes de mouvement => texte imprimé, 3 couleurs

what does it say of the different characters ? Describe the atmosphere

rédaction de la suite, point de vue interne (Colonel ou Jagar) : pensées + dialogue

2c- The Salt March, 1930 : photo, travail d'anticipation make supposition,

travail sur la question

2d- Who was Ghandi

trouver le sens des mots en gras à partir des synonymes ou antonyme donné  
correction

résumé en 6 mots clés puis échange des mots clés, résumé le texte à partir des mots clés en 15 lignes environ.

Échange des paragraphes : trouver une série de 5 /6 questions pour comprendre le texte

échange des questions puis réponses rédigée

correction par un groupe (soit celui des 1er mots soit celui qui a rédigé les paragraphes – prévoir d'avoir une seule feuille pour mots et paragraphes et une autre feuille pour les questions et leurs réponses)

mise en commun pour un TE

## **3- The influence of the British culture**

3a- A new lesson, Abridged from Leonard Kibera, *African Short Stories, "The Spider's Web"*, 1985

3b- The danger of a single story | Chimamanda Adichie 2020, Ted Talk

CO - traditionnel

3c- A voice for Jamaica, Visit jamaica.com, 2025

read the text, focus on the languages mentionnes, how are they related to Jamaica, definition of Patois ? How is it a way for Jamaicans to have their own identify ? How was it spread and known ?

3d- The once, all-encompassing empire left its mark firmly on Malta... Casa ellul blog, November 2020

travail sur l'influence de Malte : article positif, repérage des éléments d'influence britannique

écrire un guide touristique

## **4- the Commonwealth Games**

4a- From the British Empire Games to the Commonwealth Games, Utathya Nag, www.olympics.com, 25 Oct. 2024

travail de repérage sur les origines du Commonwealth, rédaction d'un article de journal suite à ces 1ers jeux : origine canadienne, britannique ou d'un pays du Commonwealth au choix

4b- introducing Glasgow 2026!

<https://www.youtube.com/watch?v=JDAN10kBn60&t=24s>

travail de repérage : what are the values defended by Glasgow about the Commonwealth ? What are the qualities of Glasgow to hold the Commonwealth Game ?

## **5- the future of the commonwealth**

5a- Commonwealth Games 'we have to keep it going, says Dame Laura Kenny, *BBC*, 18 September 2024

liste des inquiétudes soulevée par Dame Laura Kenny et apporter une réponse personnelle et justifié

5b- Prince William suggests Commonwealth could be led by a non-royal one day *Sky News* 26 March 2022

mise en // avec l'unité d'avant, quel message, pourquoi ? But ?

5c- Which nations wants to cut ties with the British Monarchy – *Statista*

travail sur le graphique : analyse, prise de position  
explication

## **1a - The Commonwealth**

From Australia to Antigua, Canada to Cameroon, the Commonwealth is a remarkable international organisation, spanning every geographical region, religion and culture. It exists to foster international co-operation and trade links between people all over the world.

### **About the Commonwealth**

After 75 years of its existence, the Commonwealth is a remarkable organisation which remains a major force for change in the world today.

The Commonwealth is a voluntary association of 56 independent countries, almost all of which were formerly under British rule.

The origins of the Commonwealth come from Britain's former Empire. Many of the members of the Commonwealth were territories which had historically come under British rule at various times by settlement, conquest or cession. The administration of such colonies evolved in different ways, to reflect the different circumstances of each territory.

After achieving independence, India was the first of a number of countries which decided that, although they wished to become republics, they still wanted to remain within the Commonwealth.

To reconcile these aims, the 1949 London Declaration recognised King George VI as Head of the Commonwealth. Following his death, the Commonwealth leaders recognised Queen Elizabeth II in that capacity.

The role of Head of the Commonwealth is not hereditary, however following an unanimous decision by Commonwealth leaders in 2018, following the death of Queen Elizabeth II, His Majesty The King became Head of the Commonwealth. This



is an important symbolic and unifying role. As Head, His Majesty personally reinforces the links by which the Commonwealth joins people together from around the world.

<https://www.royal.uk/>



1e- Jamaica, Kingston : Prince William and Kate, in the Land Rover as a nod to the Queen and Duke of Edinburgh visiting Jamaica during their Royal Tours, BBC, 25 March 2022

2a- sipping the tea: an elegant British tradition



## **Views on the British Empire**

*A British colonel attends a party hosted by an Indian family during the British Raj.*

"Please, Colonel Sahib, please go into my house and the bearer will bring you a drink!"

Indrajit stepped in front of his son, his eyes lowered, and edged the colonel toward the interior of the bungalow. He had begun to sweat anxiously. Alicia smiled at several of their acquaintances, nodding to the left and the right, and the colonel relaxed slightly.

"But what I do not understand is why so many of our countrymen do not question the supremacy of the British. Pah! It would seem to me that we are all too afraid of putting the situation right." Jagat Rai had his back to the rest of the party as he spoke to a small group of young men in the corner of his father's large open drawing room. "It would seem to me" he broke as one of his friends jabbed him in the ribs. The colonel was within earshot and had glanced several times in their direction: his ear was constantly tuned to any talk of unrest. Jagat was undeterred.

"It would seem to me," he went on, but louder this time, his voice rising above the swell of small talk, "that where the British are concerned, we are frightened of speaking our minds, it would seem to me'... Jagat received a sharp prod with a bony elbow and turned toward his friend to protest. He saw then, quite clearly, that the colonel had stopped talking and was staring hard at him. The chatter around the room died away but he matched the colonel's stare.

Maria BARRETT, Dishonored, 1996

## **A new lesson**

*The scene takes place in Kenya shortly after the country gained its independence. A white supervisor comes to assess a black schoolmistress.*



A shy, young thing with **pimples** and thin legs. Lois had taught at the village school and was everybody's good example. Suddenly Lois became heroine of the village. She went to jail.

It was a General Knowledge class. Lois put the problem word on the blackboard. The lady supervisor who went round the schools stood **squarely** at the other end, looking down the class. Lois swung her stick up and down the class and said,

"What is the Commonwealth, children? Don't be shy, what does this word mean?"

The girls chewed their thumbs.

"Come on! All right. We shall start from the beginning. Who rules England?"

Slowly, the girls turned their heads round and faced the white supervisor. Elizabeth, they knew they should say. But how could Lois bring them to this? England sounded venerable enough. Must they go further now and let the white lady there at the back hear the Queen of England mispronounced, or even uttered by these tender things with the stain of last night's onions in their breath? Who would be the first? They knit their knuckles under the desks, looked into their exercise books, and one by one said they didn't know. One or two brave ones threw their heads back again, met with a strange look in the white queen's eye which **spelt** disaster, immediately swung their eyes onto the blackboard, and catching sight of Lois's stick, began to cry.

"It's as if you have never heard of it." Lois was losing patience. "All right, I'll give you another start. Last start. What is our country?"

Simultaneously, a flash of hands shot up from under the desks and thirty-four girls clamoured.

"A colony!"

Slowly, the lady supervisor walked down the class and having eliminated the gap that came between master and servant, stood face to face with Lois.

The children chewed at their rubbers.

Then the white queen slapped Lois across the mouth and **started** to the door. But Lois caught her by the hair, slapped her back once, twice, and spat into her face. Then she gave her a football kick and swept her out with a right.

When at last Lois looked back into the class, she only saw torn exercise books flung on the floor. Thirty-four pairs of legs had fled home through the window to spread the formidable news of their new queen and heroine.

Abridged from Leonard Kibera, *African Short Stories*, "The Spider's Web", 1985



## **A voice for Jamaicans**

Jamaica's official language is English, but we also speak Jamaican or Patois (or Patwa) - a colorful, descriptive and emphatic creole dialect that has been shaped by our African, Spanish, French, Portuguese, and English colonial heritage. A beautiful symbol of our resilience, patois is the crafting of the expressions of a people, forced into a society with a different language, to express themselves in their own way, and to give meaning to it.

Today, speaking Patois fills us with immense pride, as it has become a symbol of our vibrant Jamaican culture, recognized and cherished across the globe. At the forefront of this movement was the renowned poet, the Honorable Dr. Louise Bennett-Coverly, affectionately known as Miss Lou, considered to be the mother of Jamaican culture. Her influential works have allowed Patois to transcend barriers, captivating hearts both locally and internationally. Her tireless efforts have played an important role in establishing Patois as an integral part of our nation's language. Today Patois has been incorporated into academic linguistic programs, offering formal education in our cherished language, further solidifying the significance and enduring legacy of Patois in Jamaican society.

The indomitable spirit of reggae music, carried forward by iconic figures like Bob Marley have propelled Patois into the mainstream, permeating every corner of the world. Even today, the Jamaican language is constantly evolving, heavily influenced by dancehall culture.

Accented by our signature lilting sing-song style of speaking, Jamaicans are easily recognized by our language world-wide. We are a passionate people, and so you can often hear us speak Patois when we can get loud and animated.

Visit [jamaica.com](http://jamaica.com)



The once, all-encompassing empire left its mark firmly on Malta...



The British Period in Malta is one of the most significant and impactful eras of the

archipelago's history.

Malta served as a strategic stronghold for the British, from where they could oversee the Mediterranean and orchestrate trade and military attacks. The islands played a pivotal role in the First and Second World War – leading to Malta being called the “Nurse of the Mediterranean” and being awarded the “George Cross” by King George V for the citizens’ bravery during wartime.

Despite Malta’s independence in 1964, the islands still form part of the Commonwealth and still enjoy a special relationship with the UK and other Commonwealth countries.

The once, all-encompassing empire left its mark firmly on Malta, and foreigners and locals alike can still witness the British Empire’s legacy. Let’s have a look at the British elements that still characterise the islands to this day.

### **The Old Barracks**

The British-built town of Pembroke houses the old military barracks, which the British Army and Royal Marines used during the two world wars.

Pembroke Garrison was built around a Victorian fortification.

### **The legal, education and political system**

As a parliamentary democracy within the Commonwealth, the Maltese legal system is one of the pillars of the country’s democratic system.

While the legal system is based on the Napoleonic Code, it has been influenced by its British counterpart and has several key characteristics of the English Common Law.

The education system also follows the British education model. Both English and Maltese are spoken in class and on the playground, and most subjects are taught in English

### **Various national museums and iconic buildings**

The British Period in Malta led to the renovation of 6 museums that are still standing to this day. The national agency for museums, conservation practice and culture heritage – Heritage Malta – is now responsible for the following British-era museums, namely: The National War Museum, Maritime Museum, Malta At War Museum, Lascaris War Rooms, and Aviation Museum.

Other iconic buildings include the majestic fortifications, which serve as a modern-day testament of Malta’s military past as part of the British Empire.

### **Cultural influences**

Other significant British mannerisms and elements that have been adopted by the Maltese include driving on the left, the popularity of afternoon tea and tea in general, the use of English and Maltese-english in both informal and formal settings, the legendary English breakfast, the George Cross on the national flag, the notoriety of British football teams, the red letterboxes and telephone boxes and English street and village names

Casa ellul blog, November 2020

**From the British Empire Games to the Commonwealth Games**

In the **realm** of multi-sports events of global renown, the Commonwealth Games is unique. [...]

Its origin is **rooted** in history.

The CWG, as the name suggests, is an event for The Commonwealth of Nations-a group of **54 nations**, most of which were **former** colonies of the British Empire.

The inspiration for the Commonwealth Games came from the Inter-Empire Championships held in London in 1911. The event was a part of the Festival of Empire to celebrate the coronation of King George V. It is not, however, considered an official Commonwealth Games edition.

The first official Commonwealth Games, then known as the British Empire Games, were held in 1930 with Canada's Hamilton as **hosts**. The Commonwealth Games 1930 began on August 16 and ended on the 23rd. [...]

Since the inaugural edition, the Commonwealth Games have been held every four years, barring a break in 1942 and 1946 because of World War 2.

The event came to be formally known as the Commonwealth Games from 1978. The Birmingham Commonwealth Games in 2022 was the 22nd edition of the **quadrennial showpiece**.

To date, nine different countries-Australia, Canada, England, Wales, Scotland, Jamaica, India, New Zealand and Malaysia-have hosted the CWG. Australia and Canada have hosted the most number of Commonwealth Games-five editions each.

Utathya Nag, [www.olympics.com](http://www.olympics.com), 25 Oct. 2024



**realm** : field, domain

**rooted** : implanted

**54 nations** : 56 in 2025

**former** : previous in time

**hosts** : organising the event

**quadrennial showpiece** : an event taking place every four years

### **Prince William suggests Commonwealth could be led by a non-royal one day**

"What matters to us is the potential The Commonwealth family has to create a better future for the people who form it, and our commitment to serve and support as best we can," the duke says at the end of a tour of the Caribbean.

Prince William has ended a tour of the Caribbean by suggesting he doesn't mind if he isn't head of The Commonwealth in future-and that he believes one day it may be led by someone other than a member of the Royal Family.

In remarks issued to mark the end of the Duke and Duchess of Cambridge's first official trip to the region, he said: "Who The Commonwealth chooses to lead its family in the future isn't what is on my mind. What matters to us is the potential the Commonwealth family has to create a better future for the people who form it, and our commitment to serve and support as best we can."





His comments are striking when you consider the importance of The Commonwealth to the Queen throughout her reign as head of the institution. [...] There has also been a perception that some of the photo opportunities have looked out- dated and colonial.

William said: "I know that this tour has brought into even sharper focus questions about the past and the future. In Belize, Jamaica, and the Bahamas, that future is for the people to decide upon. But we have thoroughly enjoyed spending time with communities in all three countries, understanding more about the issues that matter most to them." [...] "Catherine and I are committed to service," he said. For us, that's not telling people what to do. It is about serving and supporting them in whatever way they think best, by using the platform we are lucky to have. It is why tours such as this reaffirm our desire to serve the people of The Commonwealth and to listen to communities around the world."

**Sky News 26 March 2022**

### **Commonwealth Games: 'We have to keep it going,' says Dame Laura Kenny**



Dame Laura Kenny hopes that a city steps up to host the 2030 Commonwealth Games, with Glasgow to host a scaled-back 2026 edition.

The Scottish city was named official host after the Australian state of Victoria withdrew due to rising costs, but a number of events may not take place at the



Glasgow Games.

Kenny, Great Britain's most decorated female Olympian, said that unless cities make a big effort to host the event in its entirety, the long-term future of the Commonwealth Games is at risk.

"I really hope that someone steps up and says 'we'll take the next one, because when sporting events disappear, you very rarely see them come back,'" Kenny told BBC Breakfast.

"I think we have to think about the history. The Commonwealth Games have been going for so long, it seems such a shame to just leave it and just forget about the history of the sport.

"It brings so many nations together, it's a multi-sport event and it's on a huge stage, we have to keep it going."

The plan is to stage as few as 10 sports in Glasgow, though it is not yet clear which sports will be cuts.

Kenny, who won Commonwealth track cycling gold in 2014 and 2022, said there should be focus on prioritising sports that are not included at the Olympics.

"I just hope that they take into consideration non-Olympic sports, because the Commonwealths for the likes of netball are actually the only light that they really get shone on their 50 sport," Kenny added.

BBC , 18 Sept. 2024

**Find the equivalents in the text:**

1. female title of honor in the UK: \_\_\_\_\_

2. volunteers: \_\_\_\_\_

3. reduced : \_\_\_\_\_

4. disengaged : \_\_\_\_\_

5. won't be represented : \_\_\_\_\_

6. equivalents: \_\_\_\_\_

### The Commonwealth Games

#### Legacy

- common heritage
- bring people together
- equal opportunities
- former British colonies
- cultural exchange

#### Values

- solidarity
- empower people
- team spirit
- diversity conformity exclusion.
- inclusion
- disabled, disable, disability
- para-athlete

- compete /kam'pi:t

#### Organisation

- include a sport + cut a sport
  - prioritise
  - significance = importance
  - costly= expensive
  - an elite athlete = a top-level competitor
  - a host city
- a venue /'venju:/ = where  
an event takes place
- a sporting event
  - showcase sth show the  
best qualities of sth

## The Commonwealth of Nations

### Acknowledging the past

- apologise (v.) colonial heritage (n.) • colonialism (n.)
- imperialism (n.) slavery (n.)
- reconcile /'rekənsail/ (v.)
- relics from the past (exp.)
- the wrongs, the injustices, the harms of the past (exp.)

### Shaping a better future

- empower (v.)
- growth mindset (exp.) innovate (v.), innovation (n.)
- opportunity (n.)
- resilient (adj.)
- springboard (n.) sustainability (n.)

### Addressing today's challenges • address (v.)

- be held responsible/ accountable for (exp.)
- heal (v.)
- mend, repair (v.)
- relations, ties, bonds (n.) restore justice (exp.)

### Upholding democratic values advocate

### /-kert/ (v.),

- be an advocate /-kat/ for (exp.)
- be respectful, show respect (v.) defend human rights (exp.)
- fight for climate justice /'klɪmət/ (exp.)
- implement the United Nations' Sustainable Goals/'impliment/ (exp.)

### Inspiring action

- contribute (v.)
- convince (v.), convincing (adj.) inspire (v.), inspiring (adj.)
- lead the way (v.)
- participate (v.), participant (n.) set an example (exp.)

### 6 Leading change

- address an audience (exp.) brave, bold, courageous (adj.)
- care about (v.)
- delegate /-gat/, representative (n.)
- deliver a speech /dr'lɪvə/ (exp.) game-changer (n.)

## BROADEN YOUR VOCABULARY

### Discontent

- call for reform
- global challenges
- a milestone
- a withdrawal = a removal
- polarised = divided /dr'vɑːdɪd/, split
- postcolonial legacy
- good governance
- guidance /'gaɪdəns/
- a head of state
- leadership /'liːdəʃɪp/

### Legacy

- common heritage
- bring people together
- equal opportunities
- former British colonies
- cultural exchange

### The Commonwealth Games Values

- solidarity
- empower people
- team spirit
- diversity conformity exclusion.
- inclusion
- disabled, disable, disability
- para-athlete
- compete /kam'pi:t/

### Organisation

- include a sport + cut a sport
- prioritise
- significance = importance
- costly = expensive
- an elite athlete = a top-level competitor
- a host city, a venue /'venjuː/ = where an event takes place
- a sporting event
- showcase sth show the best qualities of sth

### **Acknowledging the past**

- apologise (v.) colonial heritage (n.) • colonialism (n.)
- imperialism (n.) slavery (n.)
- reconcile /'rekansail/ (v.)
- relics from the past (exp.)
- the wrongs, the injustices, the harms of the past (exp.)

### **Shaping a better future**

- empower (v.)
- growth mindset (exp.) innovate (v.), innovation (n.)
- opportunity (n.)
- resilient (adj.)
- springboard (n.) sustainability (n.)

### **Addressing today's challenges**

- address (v.) be held responsible/ accountable for (exp.)
- heal (v.)
- mend, repair (v.) relations, ties, bonds (n.)
- restore justice (exp.)

### **Upholding democratic values**

- advocate /-kert/ (v.),
- be an advocate /-kat/ for (exp.)
- be respectful, show respect (v.) defend human rights (exp.)
- fight for climate justice /'klarmat/ (exp.)
- implement the United Nations' Sustainable Goals/'impliment/ (exp.)

### **Inspiring action**

- contribute (v.)
- convince (v.), convincing (adj.) inspire (v.), inspiring (adj.)
- lead the way (v.)
- participate (v.), participant (n.) set an example (exp.)

### **Leading change**

- address an audience (exp.) brave, bold, courageous (adj.)
- care about (v.)
- delegate /-gat/, representative (n.)
- deliver a speech /dr'liva/ (exp.) game-changer (n.)