

## Finders keepers?

[As a warm-up, you can ask students the following questions:

- Are you a fan of history? What do you like or dislike about it?
- What is your favourite (or least favourite) historical period?]

### 1. Match the sentence halves.

- |                                                             |                                                                                                                |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| a) A museum is the place where a nation's cultural <b>2</b> | 1) interest where I live.                                                                                      |
| b) Many historical facts are not common <b>5</b>            | 2) heritage is best preserved.                                                                                 |
| c) There are many areas of historic <b>1</b>                | 3) looting was much more common than nowadays. People didn't respect personal property as much as they do now. |
| d) Rarely do countries make <b>6</b>                        | 4) artefacts from different parts of the world.                                                                |
| e) Many people enjoy collecting <b>4</b>                    | 5) knowledge because most people don't care about history.                                                     |
| f) In the past <b>3</b>                                     | 6) amends to the countries they wronged.                                                                       |

### 2. Choose two statements from ex. 1 and elaborate on them.

[Ask students to ask follow-up questions to what their partner says.]

### 3. Complete the tasks.

- Explain what the difference between the words *historic* and *historical* is. [If your students struggle, you can ask them to look at the examples in ex. 1.]  
**historic** – important in history; **historical** – connected with the past
- Tell a historical fact that is common knowledge in your country.
- Name an event considered historic for your country.
- Name a work of art or a building that is considered cultural heritage in your country.
- Name an artefact from centuries ago that is commonly found in your country.
- Explain a way that a country can make amends for past mistakes.

## Finders keepers?

4. Watch a [video](https://youtu.be/x73PkUvArJY) [https://youtu.be/x73PkUvArJY] and explain what you think about it using the prompts.

- a)
  1. difficult to understand
  2. not too easy, not too difficult
  3. easy to understand
- b)
  1. not funny
  2. funny
  3. absolutely hilarious
- c)
  1. offensive
  2. informative
  3. thought-provoking

5. The comedian in the video talks about the British Museum. Read the information in the box and discuss the questions below.

The artefacts from the British Museum's collection are vaguely referred to on the museum's website as "acquired in a variety of ways". However, many of them were stolen.

Some of the artefacts looted by the British Empire and still kept in the British Museum include:

- the Benin Bronzes from the Kingdom of Benin (modern-day Nigeria)
- the Elgin Marbles (also called the Parthenon Marbles) from Greece
- the Rosetta Stone from Egypt
- a moai (a statue from Easter Island)

- Do you know anything about the artefacts in the box?  
[You can find some information and photos [here](#).]
- Which comment best describes how you feel about stolen artefacts being in possession of the British Museum?
  - This is ridiculous. The museum should return the stolen goods and make amends to the affected countries.
  - Colonialism is alive and well in the art world.

## Finders keepers?

- The artefacts are probably safer in the British Museum and should stay there.
- The artefacts were stolen by the British Empire and the museum is not responsible for that.
- Who cares? No one goes to museums anymore.
- Do you know of any artefacts looted from your country or by your country? Where are they now?



### 6. Watch the [video](#) again. Listen for the sentences below and decide what the idioms in bold mean.

- a) So what? **Finders keepers!** Shut up! **the person who finds something has the right to keep it (usually used by children; the second part of the idiom is: losers weepers)** [00:51]
- b) I'm pretty sure they **don't have a leg to stand on** here. I'm probably going to take my stuff home today. **be in a position where you are unable to prove something** [01:57]
- c) Let's **right this wrong**. What do you say? **fix an unfair situation** [02:20]
- d) Look, it's **no hard feelings**, mate. You can look at it, come on in. **no feeling upset (used after you have won, e.g. an argument, but want to remain friends with your opponent)** [03:00]

### 7. Use the idioms from ex. 6 to react to the situations below.

- a) I want to sue them for violating my rights.  
**You don't have a leg to stand on.**
- b) I guess you win.  
**No hard feelings.**
- c) Could I get my sandwich back, please?  
**Finders keepers!**
- d) They lost some money because I gave them some bad investment advice.  
**You should right this wrong.**  
[You can also ask students to come up with some situations for you to react to using the idioms.]

## Finders keepers?

8. Decide what you would say in support of or against the comments below.

Use at least three words and phrases in the box.

- History is written by the victors.
- Cultural heritage is a key part of any group's identity.

artefacts

common knowledge

cultural heritage

not have a leg to stand on

historic

historical

loot

make amends

right a wrong

[If your students are interested in the topic of the lesson, you can share [this short video](#) about Egyptians demanding the Rosetta Stone back from the British Museum. You might ask your students to listen for arguments and ideas not discussed in the lesson and either support or reject them.]