



## Speakers' Corner

# Baroness Margaret Thatcher

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### A. Listening Comprehension

1. Margret Thatcher was...
  - a. the first woman to become the Prime Minister of the United Kingdom
  - b. the first Baroness in the House of Lords
  - c. the first woman in the Houses of Parliament in the United Kingdom
2. Margret Thatcher is also known by another name, a nickname. Which one?

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3. How is Margret Thatcher described?
  - a. As cooperative, compromising and eager to discuss
  - b. As democratic, respectful and loyal
  - c. As forceful, determined and critical
4. What did she mean when she said *The Lady is not for turning*?
  - a. That she didn't want to leave the room
  - b. That she was not going to change her politics
  - c. That the Queen couldn't turn
5. Her accent was very special. Some people were infuriated by her way of speaking. Why?

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6. The three honours of speech, that you need to make a great speech are ethos, pathos and logos. What do they mean?
- Ethos = \_\_\_\_\_
- Pathos = \_\_\_\_\_
- Logos = \_\_\_\_\_
7. Why is it important for the speaker to try and reveal his/her character and personality to the audience?
- Then they can trust you
  - Then they know how to contact you later
  - Then they check if you are telling the truth
8. Who do the three honours come from?
- Homer
  - Plato
  - Aristotle
9. Why is it important to speak slower when you deliver a speech and to leave pauses between your sentences and arguments?
- \_\_\_\_\_

### ***Key to Listening Comprehension:***

- 1.a  
2.The Iron Lady  
3.c  
4.b  
5.She sounded as if she was not going to listen to anyone else.  
6.Ethos = the (character of the) speaker. Pathos = the emotions, the passion. Logos = the arguments, the reason.  
7.a  
8.c  
9.In order for the audience to catch up with what you have said and the ideas you have presented.



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## B. Further materials and links for inspiration and themes

- *Biography, History*

For more on Margaret Thatcher:

<http://www.margaretthatcher.org/>

From the Conservative Party conference speech “*the lady's not for turning*” in Brighton, October 10<sup>th</sup> 1980:

<http://www.youtube.com/watch?v=rQ-M0KEFm9I&feature=related>

- *British Society*

Houses of Parliament web-sight: <http://www.parliament.uk/>

- Debate in the House of Commons:

<http://www.parliamentlive.tv/Main/Player.aspx?meetingId=9598>

## C. Rhetoric

**Ethos**, **Pathos** and **Logos** are all modes of persuasion used in rhetoric. They are also called the three pillars of Public Speaking. They were defined by Aristotle in his book on rhetoric.

**Ethos**, or the ethical appeal, means to convince an audience of the author's credibility or character.

A speaker would use ethos to show to his audience that he/she is credible and is worth listening to. *Ethos* can be developed by choosing language that is fitting for the audience and topic, making yourself sound fair or unbiased by introducing your expertise.

In other words, before you can convince an audience to accept anything you say, they have to accept you as *credible*.

There are several aspects to building your credibility:

- Does the audience believe you are generally trustworthy?
- Does the audience believe you are an authority on this speech topic?

Keep in mind that it isn't enough for *you* to know that you are a credible source. (This isn't about *your* confidence, experience, or expertise.) Your audience must know this. Ethos is your level of credibility as perceived by your audience.



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**Pathos**, or the emotional appeal, means to persuade an audience by appealing to their emotions.

Speakers use *pathos* to create sympathy in an audience; to get them to feel what the speaker feels. A common use of *pathos* would be to draw pity from an audience. Another use of *pathos* would be to inspire anger from an audience; perhaps in order to prompt action. *Pathos* can be developed by using meaningful language, emotional tone, emotional examples and stories of emotional events.

**Logos**, means to convince an audience by use of logic or reason.

- Does your message make sense?
- Is your message based on facts, statistics, and evidence?
- Will your call-to-action lead to the desired outcome that you promise?

To use *logos* would be to cite facts and statistics and citing certain authorities on a subject.

*Logos* can be developed by using advanced, theoretical or abstract language, citing facts (very important) and by constructing logical arguments.

***In order to persuade your audience, proper of Ethos, Pathos and Logos is necessary.***

## Example of Ethos:

"I will end this war in Iraq responsibly, and finish the fight against al Qaeda and the Taliban in Afghanistan. I will rebuild our military to meet future conflicts. But I will also renew the tough, direct diplomacy that can prevent Iran from obtaining nuclear weapons and curb Russian aggression. I will build new partnerships to defeat the threats of the 21st century: terrorism and nuclear proliferation; poverty and genocide; climate change and disease. And I will restore our moral standing, so that America is once again that last, best hope for all who are called to the cause of freedom, who long for lives of peace, and who yearn for a better future."

*(Democratic Presidential Candidate Acceptance Speech by Barack Obama. August 28th, 2008.)*

## Example of Pathos:

"I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed."

*(I Have a Dream by Martin Luther King Jr. August 28th, 1963.)*

## Example of Logos:

"Two major studies from military intelligence experts have warned our leaders about the dangerous national security implications of the climate crisis, including the possibility of hundreds of millions of climate refugees destabilizing nations around the world. Just two days ago, 27 senior statesmen and retired military leaders warned of the national security threat from an "energy tsunami" that would be triggered by a loss of our access to foreign oil. Meanwhile, the war in Iraq continues, and now the war in Afghanistan appears to be getting worse."

*(Al Gore "A Generational Challenge to Repower America" July 17th 2008.)*



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### D. Discuss/Debate

Try to stage a parliamentary debate like in the British House of Parliament! Divide yourselves into two teams on either side of the classroom. One team is for and the other against a motion/topic. Either side takes turns to deliver arguments (different speakers in each team take turns delivering arguments/debating). Try to fit in ethos, pathos and logos in your arguments. (You need proper time for preparation). Also pay special attention to timing – when to deliver which argument, when to “cut in” and so on.

Debate, for instance, the following motions:

- a. Sweden should work actively to abolish child labour all over the world.
- b. Young people should have the right to vote from the age of 16.
- c. Nuclear power plants should be shut down.

### Lgr11 and Speakers' Corner

In Lgr11 it is said that:

*Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.*

It is further pointed out that the teaching of English:... *should essentially give pupils the opportunities to develop their ability to:*

- *understand and interpret the content of spoken English and in different types of texts,*
- *express themselves and communicate in speech and writing,*
- *use language strategies to understand and make themselves understood,*
- *adapt language for different purposes, recipients and contexts, and*
- *reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.*

Basically all of the above points are touched upon in “Speaker’s Corner”. Part A is a listening comprehension for the pupils to hear conversational English as well as English in more formal speeches. In part B they have a chance to learn about and reflect on living conditions as well as social and cultural phenomena today and in history, in England and the USA. In part C the pupils will get tips and framework for giving a speech and arguing an opinion and thereby adapting the language for the purpose and the audience. In part D they practise trying to convince an audience of their views or ideas.

Thereby also some of the points of the *Content of Communication* are covered. For instance:



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**In years 7–9**

## **Content of communication**

- Interests, daily situations, activities, sequences of events, relations and ethical questions.
- Views, experiences, feelings and future plans.
- Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.

## **Listening and reading – reception**

- Spoken English and texts from various media.
- Spoken English with some regional and social variants.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues, interviews and oral communications.
- Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.
- How texts and spoken language can be varied for different purposes and contexts.

## **Speaking, writing and discussing – production and interaction**

- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- Conversations, discussions and argumentation.
- Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.

When working with the materials in *Speaker's Corner* the pupils are given the possibility to reach the knowledge requirements for E (or higher) according to the following specification in Lgr11:

### **Knowledge requirements for grade E at the end of year 9**

Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content.

In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.

Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.