



## Speakers' Corner Nelson Mandela

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### A. Listening Comprehension

1. Nelson Mandela is...
  - a. the President of Zimbabwe
  - b. the former President of South Africa
  - c. the Prime Minister of Kenya
2. Mandela spent 21 years on Robben Island. Why was he there?
  - a. He was at a school there.
  - b. He was a prisoner there.
  - c. He was in hospital there.
3. What is the name of the political party he belonged to?
  - a. ANC – the African National Congress
  - b. Congress of the People
  - c. The Labour Party
4. Nelson Mandela is one of the ?
  - a. Great philosophers of the 20<sup>th</sup> century
  - b. Great writers of the 20<sup>th</sup> century
  - c. Great political thinkers of the 20<sup>th</sup> century
5. Which are the key themes that Mandela presents in his speech?  
\_\_\_\_\_ and \_\_\_\_\_



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6. Why does Mandela call the Republic of South Africa a Rainbow Nation?

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7. Why was Nelson Mandela imprisoned, according to the Apartheid Regime?

- a. He was an enemy of the state
- b. He was a spy
- c. He was a murderer

8. What is apartheid? \_\_\_\_\_

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

1.b

2.b

3.a

4.c

5. unity and color, the people and nature/the land, the unity of nature and the unity of the people

6. Because blacks, whites and colored people in South Africa are now going to live side by side as equals.

7.a

8. "A system of racial segregation built on white supremacy". Discrimination against black and/or colored people allowed by law...

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

- *History and Biography*

South Africa under apartheid:

[http://en.wikipedia.org/wiki/South\\_Africa\\_under\\_apartheid](http://en.wikipedia.org/wiki/South_Africa_under_apartheid)

African National Congress:

[http://en.wikipedia.org/wiki/African\\_National\\_Congress](http://en.wikipedia.org/wiki/African_National_Congress)

Nelson Mandela:

[http://en.wikipedia.org/wiki/Nelson\\_Mandela](http://en.wikipedia.org/wiki/Nelson_Mandela)

[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1993/mandela-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html)

Robben Island Museum:

[http://www.robbenisland.org.za/index.php?option=com\\_content&view=article&id=9&Itemid=9](http://www.robbenisland.org.za/index.php?option=com_content&view=article&id=9&Itemid=9)

Apartheid Museum:

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



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## C. Rhetoric

A **metaphor** compares two different things by speaking of one in terms of the other. A *metaphor* often asserts that one thing *is* another thing, not just which one is like another.

- "I am the bread of life." --John 6:35
- Your eye is the lamp of your body; when your eye is sound, your whole body is full of light; but when it is not sound, your body is full of darkness. --Luke 11:34
- The candle was a little sun in the dark room.

The *metaphor* is a very important and useful device. Aristotle says in his Rhetoric, "It is *metaphor* above all else that gives clearness, charm, and distinction to the style.

A *metaphor* not only explains by making the abstract or unknown concrete and familiar, but it also touches the listener's imagination. The simple reason for using *metaphors* is, in other words, to give effect to a statement. They are meant to create an impact in the minds of listeners. The aim is to convey a thought more forcefully than a plain statement would.

The fact that two very different things can be compared or referred to in terms of one another comments upon them both. No *metaphor* is "just a metaphor." They carry specific meaning and that meaning will affect the object it is compared to. Consider, for example, the differences in meaning shown by these statements:

- That trend is spreading like wildfire.
- That trends spreading like cancer.
- That trend is really blossoming now.

Further examples of *metaphors*:

- The curtain of night
- All the world's a stage
- He drowned in a sea of grief



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## D. Discuss/Debate

Illustrate an argument with your own metaphors! Discuss in groups of four. Two of you are on one side in the discussion, the other two are on the other side. Deliver your different arguments and opinions using metaphors to try and win the debate.

Examples of topics:

- a. Swedes need longer summer holidays
- b. All Swedes need to learn not only English but also Chinese (because so many people speak Chinese)
- c. Young people learn more and become more competent in using the internet than reading and studying books

Don't forget to prepare carefully before the debate! Collect arguments and metaphors and try to predict what your opponents are going to say, so you have good arguments against their position.

## 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.