

- Mahatma Gandhi (1869–1948) was an Indian lawyer and politician who campaigned for Indian independence when India was under British rule. He was a strong advocate of non-violent protest.
- Martin Luther King (1929–1968) was a leader of the African–American Civil Rights movement. He campaigned for an end to segregation. He was arrested twenty-nine times during his life for his participation in non-violent protests.

Exercise 1 page 10

- Focus attention on the first text in green and give students a minute to read it quickly. Check comprehension:
What is the name of Mandela's autobiography? (Long Walk to Freedom)
When did he first become involved in the ANC? (1942)
When was he arrested? (1963)
What was the name of the prison where he was held? (Robben Island)
- Go through the things in the list, checking that students understand the meaning of all the words. Students then work individually to rank the things.
- When they have finished, ask a few students to tell the rest of the class about their rankings and explain why they made those choices.
- Ask students to read the text to find out which things were important to Nelson Mandela (the writer).
- Check answers as a class.

A political movement, family and the fight against discrimination were important to the writer. The political movement was more important than his family.

Culture note: Nelson Mandela

Nelson Mandela's biography, *Long Walk to Freedom*, was published in 1995. It covers his childhood, his years of political struggle and his twenty-seven years in prison. Mandela was the President of the African National Council and campaigned for an end to the system of apartheid in South Africa. He was imprisoned for terrorist activities and was released in 1990. He became the first black President of South Africa in 1994.

Mandela received the Nobel Peace Prize in 1993. Within South Africa, he is revered and often referred to as Madiba, his Xhosa clan name, or simply as Tata (Father). He died in 2013.

A film based on the book, also called *Long Walk to Freedom*, starring Idris Elba as Nelson Mandela, was released in 2013.

Exercise 2 page 10

- Ask students to read the questions and underline the key words. This should help them to identify the relevant information in the text.
- Students discuss the questions in pairs.
- Discuss answers as a class. Be prepared to accept different interpretations, but insist that students quote from the text to support their ideas.

(Possible answers)

- 1 He was in prison, where time seems to stand still.
- 2 He realized that they had grown older (and therefore he had been in prison for a long time).

- 3 He was happy to see her, but he was worried about her health because she looked thin and unwell.
- 4 They had strict rules, but were willing to make small changes under certain circumstances.
- 5 He was forced to break the tradition that the oldest son or child buries his mother.
- 6 His mother's death made him think about her life and his upbringing. He regretted that he hadn't been able to help her when he was in prison. He wondered if he had been right to put other people's welfare before that of his family.
- 7 He refers to the political struggle against apartheid. His family had initially not understood his struggle and they didn't want to get involved.
- 8 He concludes that he made the right life choices although he was sad that he couldn't support his mother more.

V insight Word analysis

Encourage students to get into the habit of analysing vocabulary carefully: studying it in context and then trying to use the new vocabulary in their own writing. They should use monolingual dictionaries, for example, the *Oxford Advanced Learner's Dictionary*, to understand the nuances of more complex vocabulary.

Exercise 3 page 10

- These questions are quite challenging and require students to read the text again closely. You could pair up **weaker** and **stronger** students, so that the stronger students can help the weaker students.
 - Alternatively, with a **weaker class**, write all the answers on the board in the wrong order and get students to match the questions with the answers on the board.
 - **Fast finishers** can write their own example sentences with the new words and then set them as gapped sentence challenges for other **fast finishers**.
 - Check answers as a class.
- 1 gradual, incremental – *gradual* means 'happening slowly over a long period; not sudden'. *Incremental* means 'increasing regularly in number or amount'.
 - 2 striking – the author uses this to emphasize the effect his mother's appearance had on him.
 - 3 interim
 - 4 haggard – it describes his mother's face.
 - 5 a great deal – it refers to Mandela's thoughts about his mother. It is more emphatic and more formal than *a lot*.
 - 6 attentive – he refers to how he should have been in relation to his mother.
 - 7 conundrum – he wondered whether he had been right to put the welfare of the people in his country ahead of the welfare of his family.
 - 8 penalized – his family was penalized by his absence because he was in prison or spending time on his political campaigns.

Additional vocabulary

The following words are from the extract from *Long Walk to Freedom*:

- *halt* (v) /hɔ:lt/ to stop; to make somebody/something stop
- *uneasy* (adj) /ʌn'i:zi/ feeling worried or unhappy about a particular situation, especially because you think that something bad or unpleasant may happen or because you are not sure that what you are doing is right
- *quarry* (n) /'kwɒri/ a place where large amounts of stone etc. are dug out of the ground
- *evaluate* (v) /i'veɪljueɪt/ to form an opinion of the amount, value or quality of something after thinking about it carefully
- *struggle* (n) /'strʌgl/ a hard fight in which people try to obtain or achieve something
- *lay somebody to rest* to bury somebody

Extra activity: Further discussion

In groups, students discuss the following questions:

- *Do you have any beliefs that you would put before family and friends? What are they?*
- *What is more important: the welfare of your family and friends or the welfare of your community?*
- *Imagine you have to spend a long time in prison. You can take just three songs with you and three books. Which would you choose? Why?*
- *If you could have interviewed Nelson Mandela, what would you have asked him? Think of three questions for your interview.*
- *Do you think there is ever a justification for violent protest?*

Language note: Past perfect and past perfect continuous

Both the past perfect and the past perfect continuous are used to talk about actions that took place before another past action or time. The difference is that the past perfect continuous emphasizes the duration of the action and is often used to give background information about an event.

Exercise 4 page 11

- Give students a few minutes to look at the underlined sentences in the text. Remind them about the difference between the present simple and the present continuous: the present continuous usually describes actions happening at the moment of speaking. The present simple describes routine actions.
 - Students discuss their answers in pairs.
 - Check answers as a class.
- a** *I had been able to support her* happened before *I went to prison.*
- b** sentences 1 and 2
- c** *yet, never, still*

Grammar reference and practice 1.2 Workbook page 110

1 1 a 2 b 3 b 4 a 5 a 6 b

- 2 1 had been swimming 2 hadn't finished
3 had climbed 4 hadn't expected
5 had been working 6 had you been looking for
7 had been shopping

Exercise 5 page 11

- Ask students to read the text for gist before completing it.
- When they have finished, ask different students to read out their answers. The rest of the class should put their hands up if they think there is a mistake. This ensures that the whole class pays attention and is also a good way of checking how well students have understood the grammar.

- 1 had been camping
2 looked
3 had been waiting
4 had fought / had been fighting. 'Had fought' implies that the fight was now over. 'Had been fighting' implies that the fight might continue.
5 had not come
6 arrived
7 slowed down
8 walked
9 had never experienced
10 raised

Exercise 6 page 11

- Ask students to brainstorm some qualities a leader would be expected to have and write them on the board, e.g. ambition, intelligence, integrity, honesty, compassion. Then ask for examples from Mandela's life that show how he displayed these qualities. Students may not agree about the qualities or that Mandela had them, but this is a discussion, so accept all points of view. However, students must give reasons for their opinions.
- For question 2, students could discuss leaders in their community, in their school and even in their family. Students can talk about the sacrifices these people may have made to achieve their objectives.

Vocabulary bank: Qualities of a hero page 134

- | | |
|-------------------|-------------------|
| 1 1 compassion | 6 persistence |
| 2 humility | 7 determination |
| 3 courage | 8 resourcefulness |
| 4 inspiration | 9 dignity |
| 5 dedication | 10 willingness |
| 2 1 determined | 6 inspirational |
| 2 humble | 7 dedicated |
| 3 dignified | 8 resourceful |
| 4 courageous | 9 compassionate |
| 5 willing | 10 persistent |
| 3 1 inspirational | 5 resourcefulness |
| 2 determined | 6 dedication |
| 3 persistence | 7 compassion |
| 4 willing | 8 courageous |