

2. Training Camp II: Handling the task – Working with learner texts – awareness activities and writing practice

TASK 1 (Point out King’s dreams and outline how students’ dreams differ):

- a) Have a look at a text another pupils has written. The *language* mistakes have already been **high-lighted** (grey background colour). Find out what kind of mistakes the pupils has made and write the abbreviation next the text (**Gr, T, W, R, A**).
- b) There are also weaknesses in the *mode of presentation* (as far as structure and contents is concerned). The **underlined words** (+ the boxes with the arrows) indicate where these weaknesses are. Read the **THREE STEPS** how to cope with a task again. Then fill in the empty boxes and try to explain what the weaknesses of this text are:

In the extract Martin Luther King, Jr. **talk** about many different points.

He **wanted that** the nation will rise up and live out the true meaning of its principles.

He also **wanted to** arrange some meeting between sons of slaves and the **son** of former slave owners.

In the next paragraph he spoke about the state of Mississippi where in former **time** slaves had to work hard and it should change into an oasis.

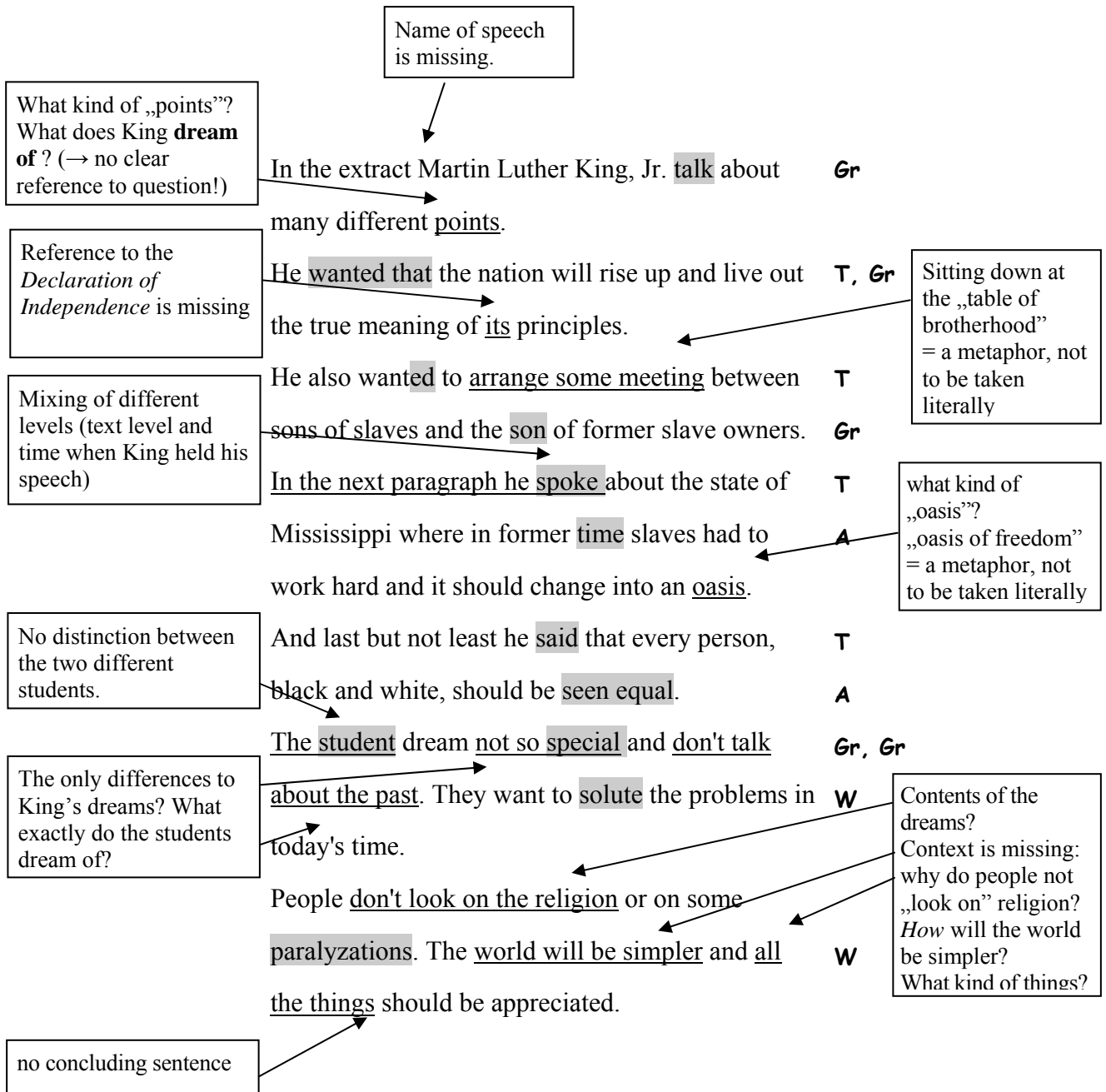
And last but not least he **said** that every person, black and white, should be **seen equal**.

The student dream **not so special** and don't talk about the past. They want to **solute** the problems in today's time.

People don't look on the religion or on some **paralyzations**. The world will be simpler and all the things should be appreciated.

General comment on the overall structure:

Solution (task 1):



General comment on the overall structure:

There are too many paragraphs. Therefore one cannot find any clear sense units. The pupil has hardly used any connectors or other expression which could help to follow his thoughts.

TASK 2a: Match the rhetorical devices with the correct definition/example!

Definitions:	Examples:
a) an intentional use of exaggerations	„I have told you a billion times to clean this room.“
b) the use of a mild or less negative word or expression to express something that is unpleasant or embarrassing	The use of „pass away“ instead of „to die“.
c) a repetition of patterns of sound and rhythm and of words or phrases	„I like to dance, John likes to sing; and Mary likes to act.“
d) expresses a similarity between two objects, people or ideas by making a clearly stated comparison between them through the words „like“ or „as“.	„The moon hung like a bulb in the sky.“
e) an authentic word or phrase taken from a book, play, speech, etc.	„The truth shall make you free.“ (The Bible, 1 John 3:18)
f) compares one thing or action with another, but without using „like“ or „as“; the comparison is achieved through a figurative use of words	„Students are sailors on a journey.“
g) placing together of two opposite ideas, words or phrases	„To err is human, to forgive, divine.“
h) gives an animal or a thing human characteristics	„This coffee is strong enough to get up and walk.“
i) a list of three or more people, objects or ideas in order	„I love her eyes, her hair, her nose, her cheeks, her lips.“
j) intentional repetition of the same or similar idea or language	„Without a dream, without faith, without hope, there is nothing.“

Rhetorical devices:				
1. personification	2. metaphor	3. antithesis	4. enumeration	5. hyperbole
6. repetition	7. parallelism	8. quotation	9. simile	10. euphemism

Solution (task 2a):

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. h, | 3. g, | 5. a, | 7. c, | 9. d, |
| 2. f, | 4. i, | 6. j, | 8. e, | 10. b |

TASK 2b: Finding the rhetorical devices in the extract of King’s speech

Out of the ten rhetorical devices you have matched with the correct definition, you can find five in the extract of King’s speech. Underline them and write down their names next to the speech:

Martin Luther King, „I have a dream” (extract)

[...] I have a dream that one day this nation will rise up and live out the true meaning of its creed: „We hold these truths to be self-evident, that all men are created equal.”

5 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

10 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

15 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today! [...]

Write the rhetorical devices you have found in the table below and add the **effect** they might have on the audience. The following words and expressions can help you to describe their effect:

- to emphasize
- to evoke emotions
- to expand a point
- to evaluate
- to convince
- to illustrate
- to persuade
- to evoke emotions
- to underline
- to explain
- to address s.b.
- to make s.b. remember s.th.
- to become more forceful
- to arouse s.b.’s interest
- to make s.b. understand s.th.

	Rhetorical device	Effect in King’s speech
1.		
2.		
3.		
4.		
5.		

Solution (task 2b): Rhetorical devices in the extract (highlighted)**Martin Luther King, „I have a dream” (extract)**

[...] I have a dream that one day this nation will rise up and live out the true meaning of its creed: „We hold these truths to be self-evident, that all men are created equal.”

5 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

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15 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today! [...]

parallelism, repetition: ll. 1, 5, 9, 14, 18

quotation: ll. 3f.

metaphor: l. 8, ll. 10f., ll. 12f.

antithesis: ll. 10 – 13

TASK 2c (Name the rhetorical devices King uses and explain the effect they might have):

- a) Have a look at a text another pupils has written. The *language* mistakes have already been **high-lighted** (grey background colour). Find out what kind of mistakes the pupils has made and write the abbreviation next the text (*Gr, T, W, R, A*).
- b) There are also weaknesses in the *mode of presentation* (as far as structure and contents is concerned). The **underlined words** (+ the boxes with the arrows) indicate where these weaknesses are. Read the **THREE STEPS** how to cope with a task again. Then fill in the empty boxes and try to explain what the weaknesses of this text are:

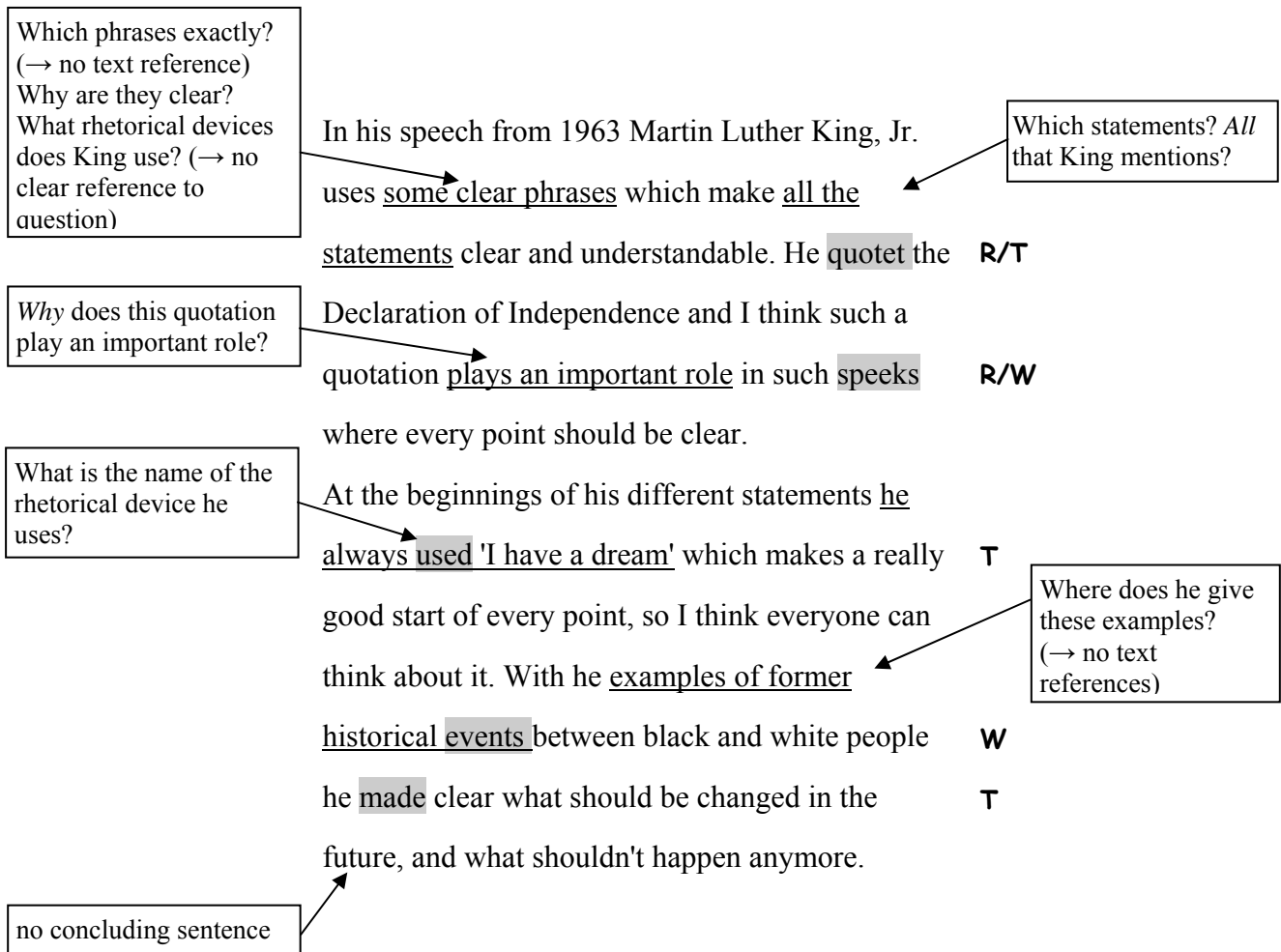
In his speech from 1963 Martin Luther King, Jr. uses some clear phrases which make all the statements clear and understandable. He **quotet** the

Declaration of Independence and I think such a quotation plays an important role in such **speeks** where every point should be clear.

At the beginnings of his different statements he always used 'I have a dream' which makes a really good start of every point, so I think everyone can think about it. With he examples of former historical events between black and white people he **made** clear what should be changed in the future, and what shouldn't happen anymore.

What do you suggest how the text could be improved?

Solution (task 2c):



What do you suggest how the text could be improved?

- e.g. name and explain more rhetorical devices

TASK 3a (opinion on dreaming about the future – explanation if useful or not):

Read the task carefully and have a look at the THREE STEPS how to cope with a task again. Then read another pupil’s text. Find positive and negative aspects of his text. Refer to structure and content!

I think dreaming about the future is not so useful because ordinary people aren't allowed to change the future or the present. Some political situations could only changed by politicians but people could help when they vote for another party. Of course, I could imagine that the future will be better than the present but when that should happen, everybody, everywhere have to help then. I think when everybody on him or herself then it could happen that on world is free from bombs and wars. All in all I want that our world will be better in the future but it isn't easy.

The diagram consists of a central text passage with four empty rectangular boxes around it. Arrows point from each box to a specific part of the text:

- A box at the top right points to the underlined phrase "is not so useful".
- A box on the left side points to the underlined phrase "could only changed".
- A box at the bottom left points to the underlined phrase "but it isn't easy".
- A box at the bottom right points to the underlined phrase "All in all I want that our world will be better in the future".

Solution (task 3a):

I think dreaming about the future is not so useful
because ordinary people aren't allowed to change W
the future or the present. Some political situations
could only changed by politicians but people could R
help when they vote for another party. Of course, I Gr
could imagine that the future will be better than the
present but when that should happen, everybody, T
everywhere have to help then. I think when W
everybody on him or herself then it could happen Gr/T, W (s.o.)
that on world is free from bombs and wars. All in SB/A
all I want that our world will be better in the future
but it isn't easy. Gr

Good beginning because it clearly refers to the task (writer tells that dreaming is not useful and explains why he or she thinks so).

These final sentences do not clearly refer to the task (explaining if dreaming about the future is useful or not) . In these sentences the writer tells his or her opinion on the question if the future of the world will be better.

This is a concluding sentence, but the contents does not clearly refer to the task.

You should start a new paragraph for the concluding sentence.

Task 3b: Do the following THREE STEPS in order to cope with the task:

1. **Understanding the task:** **What do you think of dreaming about the future? Is it useful or not? Explain. (100 + words)**

- a) **Read** the task **carefully**
- b) **Underline** all the **words** (especially verbs) that tell you **what you have to do**.
- c) **Write down** in your **own words** what you have to do (= paraphrase). If there are several things you have to do make sure you write down **one thing after the other** (=> make a checklist!).

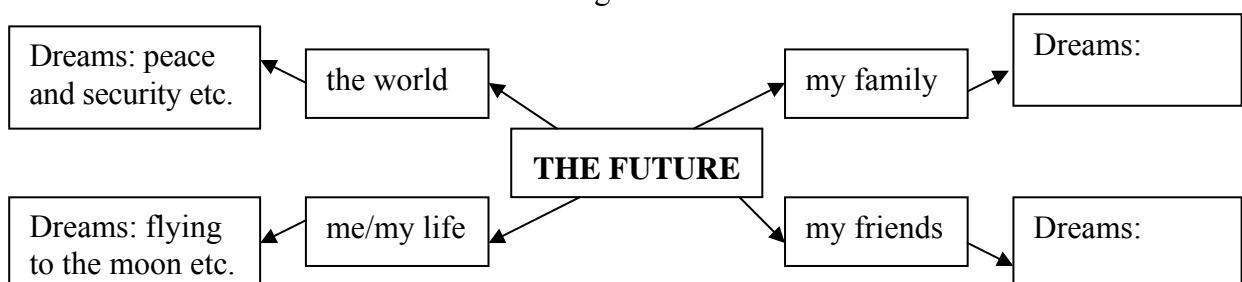
Solution:

What do you think of dreaming about the future? Is it useful or not? Explain. (100 + words)

- you have to state your own opinion on dreaming about the future
- you must explain (= presenting arguments and examples) why dreaming about the future is useful or not
- you must write at least 100 words

2. **Preparing the text production**

- create a **word-web** and brainstorm what dreaming about the future can be about:



- **collect arguments** why dreaming about the future can be useful or not and write them into the following table:

Dreaming about the future is useful because ...	Dreaming about the future is not useful because ...
<ul style="list-style-type: none"> • it makes you feel good and optimistic about the future • ... 	<ul style="list-style-type: none"> • you only escape into a dreamworld • ...

- sum up your **notes** and **structure** them

3. **Writing the text**

- Use your structured notes and **write** the text in **your own words**.
- remember to structure your text into three parts: **introduction, main part, conclusion**
- write an introductory sentence and a concluding sentence
- divide your text into different **paragraphs** so that it is easier to follow your thought
- use **connectors** (e.g. first, furthermore, finally, so, etc.)
- only write information that is relevant to the task



TASK 4a: Fill in the following „I have a dream”-texts!

1. „I have a dream, too!”

I have a dream that one day this nation/school/world/etc. will _____

I have a dream that one day _____

I have a dream that one day _____

I have a dream that _____

I have a dream today! _____

2. I have a dream, too!

My dream is that our world _____

It doesn't matter if _____. On the inside, we are all _____. People may look different or act different, God made _____. If any person or thing is different, that doesn't mean that _____, that just means that _____

3. I have a dream

I have a dream that our world _____. I think that many people don't _____. I know that many times, I forget all of the nice things I have at home and I don't use them. I believe that if we eliminated the computers, fax machines, and TVs, _____

Back in the early 1900s, people _____. I know they did, because I read in books that many people _____ and they were happy that way.

TASK 4b (write your own „I have a dream, too” text and try to convince young readers):

Read the task carefully and have a look at the THREE STEPS how to cope with a task again. Then read another pupil’s text. Find positive and negative aspects of his text. Refer to structure and content!

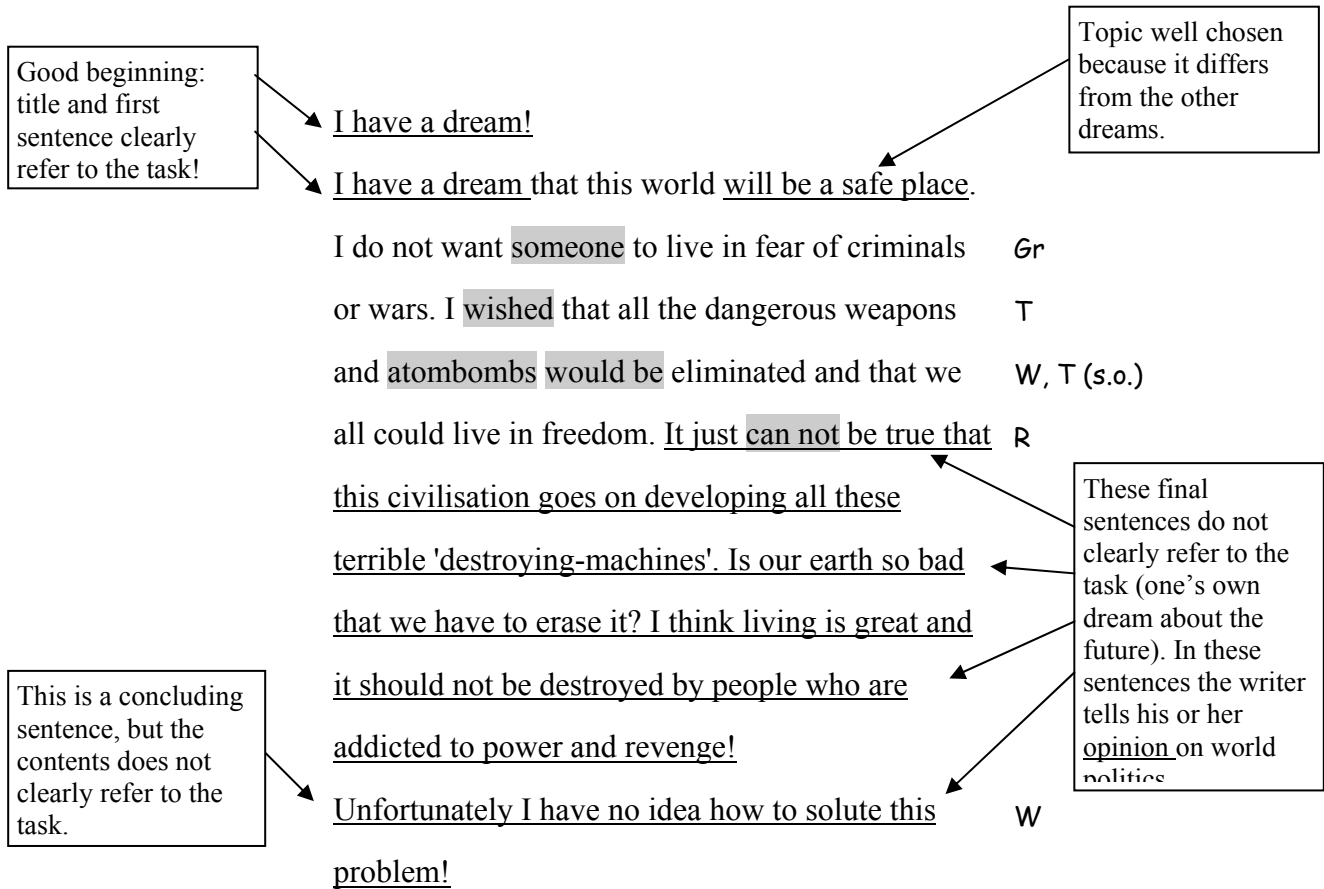
I have a dream!

I have a dream that this world will be a safe place.

I do not want someone to live in fear of criminals or wars. I wished that all the dangerous weapons and atombombs would be eliminated and that we all could live in freedom. It just can not be true that this civilisation goes on developing all these terrible 'destroying-machines'. Is our earth so bad that we have to erase it? I think living is great and it should not be destroyed by people who are addicted to power and revenge!

Unfortunately I have no idea how to solute this problem!

Solution (task 4b):



TASK 4c: How convincing is your partner’s text?

Use the following grid in order to assess if your partner’s text is convincing:

**Peer-Evaluation:
Effective Persuasive Techniques**

Grading Key			
4 – excellent	3 – good	2 – average	1 – below average

- 1. The topic is clearly stated. _____
- 2. The text is clearly structured. _____
- 3. The writer evokes emotion. _____
- 4. The writer feels strongly about the subject. _____
- 5. The writer uses metaphors. _____
- 6. The writer uses personal pronouns. _____
- 7. The writer uses repetition and parallelism which create rhythm and dramatic force. _____

(Max. 28 points!)